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ABSTRACT

This resource guide is designed to provide foreign language teachers with suggestions for helping students learn how to become better language learners. The five chapters of the guide for teaching writing skills are as follows: (1) Teaching Learning Strategies (e.g., rationale for teaching, types, useful strategies, guidelines, instructional sequence, and specific learning strategies such as directed attention, self-monitoring, repetition, note-taking, inferencing, and translation); (2) Learning to Compose Written Text (e.g., how writers write, guidelines for writing instruction, and how to begin); (3) Lessons Plans for Core Strategy Instruction (e.g., preparing discussions, initial strategy instruction, practice); (4) Additional Writing Strategies (e.g., questioning for clarification, organizing, adopting a clever perspective, monitoring, elaboration, and evaluating ideas and organization); and (5) An Integrated Strategy Approach to Language Teaching (dialogues and narratives, and cultural points). Appendices include the following: some suggestions for teaching the Russian alphabet, topics for writing, and worksheets in Spanish and Russian. Twenty-one exhibits and worksheets are included that cover such areas as planning, developing second language thinking, substitution, composing and revising, a revising checklist, questioning for clarification, sticking to the topic, and evaluating the expression of ideas. Contains 13 references. (LB)

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# Learning Strategy Instruction in the Foreign Language Classroom: Writing

by

Anna Uhl Chamot
Susan Toth
Lisa Küpper
Robert Nielsen
Marilyn Barrueta

July 1990

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## Project Participants

| | |
|---|---|
| Project Director | Dr. Anna Uhl Chamot<br>InterAmerica Research Associates, Inc.<br>McLean, Virginia |
| Research Associate | Lisa Küpper<br>Interstate Research Associates<br>McLean, Virginia |
| Research Assistants | Robert Nielsen<br>Christine Hervi-Newman<br>Sarah Barnhardt |
| Writing strategy instruction designed by... | Anna Uhl Chamot<br>Lisa Küpper |
| Writing strategy instruction implemented and revised by... | Susan Toth<br>French Teacher<br>Wakefield High School<br>Arlington Public Schools<br>Arlington, Virginia |
| Writing strategy instruction field tested by... | Pamela García<br>Resource Teacher, Foreign Languages<br>Walt Whitman High School<br>Montgomery County Public Schools<br>Bethesda, Maryland |
| Writing strategy instruction lesson plans written by... | Lisa Küpper<br>Robert Nielsen<br>Interstate Research Associates |

# PREFACE

Foreign language teachers are very much aware of the educational and societal importance of foreign language proficiency for students in American schools. We are as delighted when our students are successful in developing proficiency and continuing their foreign language study to an advanced level as we are disappointed and frustrated by students who seem to have little aptitude for foreign languages and who never progress beyond the most elementary level of language study.

This resource guide, developed as part of a research project funded by the United States Department of Education's International Research and Studies Program, is designed to provide foreign language teachers with suggestions for helping ineffective students learn how to become better language learners and for already effective students to become superior language learners.

Our research with high school and college students of French, Russian, and Spanish has led us to a new understanding of the somewhat elusive notion of "aptitude" as it pertains to foreign language learning. What distinguished effective from ineffective language learners in the students we studied was that effective students had a range of learning strategies which they used often and which they tailored to the demands of the language task. Ineffective students, on the other hand, used strategies in very limited and often inappropriate ways. Looking at students' abilities in terms of strategies rather than in terms of aptitude has profound implications for instruction.

Strategies can be taught and learned, whereas aptitude is generally thought to be innate and unchangeable. The complete resource guide provides guidelines and sample lesson plans for teaching learning strategies for different language skills. The writing materials were developed with second year high school French students, the listening comprehension materials with fourth year high school Spanish students, and the reading comprehension materials with first year (intensive) Russian college students. These materials were then field tested by high school teachers with different combinations of languages and levels of study, as follows: reading materials field tested with third year French students and first year Russian students; listening materials with first year French students; and writing materials with fourth year Spanish students. The results of the field test guided the revision of the resource guides for listening, reading, and writing, and also contributed to the devlopment of the resource guide for speaking.

Finally, the research team and participating foreign language instructors developed guidelines and sample lessons for teaching four essential strategies across language skills. The lessons are designed so that they can be used with other languages and at other levels than those for which they were originally developed. Sample beginning and intermediate level student worksheets in French, Spanish, and Russian are provided with the lesson plans.

## Background

Our understanding of the learning and teaching of native and foreign language skills has undergone a fundamental change in the last 20 years. Instead of repetitive drilling to instill automatic responses, we now stress meaningful communication. We understand that language is learned best when used to understand ideas and functions that are meaningful to students.

This basic understanding characterizes current approaches to foreign language instruction and is the focus of current research in second language acquisition. For example, communicative approaches provide students with opportunities to actually use the foreign language for a variety of functions. The functional/notional syllabus differs from the traditional grammatical syllabus because it describes domains of knowledge and the type of language needed in different social contexts, rather than the sequence of grammatical structures to be practiced (Munby, 1978). A number of current approaches, such as Total Physical Response and the Natural Approach, emphasize the importance of developing listening comprehension as the first language skill (Asher, 1981; Krashen, 1982; Terrell, 1982). In these approaches students begin by focusing on the development of a receptive database of the new language that can then be drawn upon for developing productive skills. The proficiency-oriented classroom organizes instruction around performance criteria that specify goals for different levels of language achievement (ACTFL, 1986). These goals include descriptions of language function, context of topics, and level of accuracy expected at different stages of the language learning process (Omaggio, 1986). The proficiency guidelines describe meaningful use of the language in all skill areas, from interactive practice to the use of authentic texts for receptive skills. Our understanding of the reading process has been enhanced by schema theory, in which reading - whether in a first or second language - is seen now as an interactive process between the reader's prior knowledge and experiences, or conceptual schemas, and the text (Byrnes, 1984). Similarly, our understanding of the writing process has shifted from a concern only with the product to an awareness of the stages of the writing process and the importance of tapping into the writer's prior knowledge (Carrell & Eisterhold, 1983; Raimes, 1983).

What all of these approaches to language instruction have in common is a recognition that cognition is as fundamental in language learning as it is in other kinds of learning. A cognitive approach to foreign language learning is predicated upon the assumption that language learners should be mentally active, purposeful, strategic, and conscious of their own learning processes.

The purpose of learning strategy instruction is to help students become aware of the power of their own metacognition and to teach them metacognitive, cognitive, and socioaffective strategies to help them become better language learners. This resource guide provides practical suggestions and sample materials for integrating learning strategy instruction into any foreign language course.

## Organization of the Resource Guides

The four teacher resource guides for learning strategy instruction are titled as follows:

1. **Learning Strategy Instruction in the Foreign Language Classroom: Speaking**
2. **Learning Strategy Instruction in the Foreign Language Classroom: Listening**
3. **Learning Strategy Instruction in the Foreign Language Classroom: Reading**
4. **Learning Strategy Instruction in the Foreign Language Classroom: Writing**

Each resource guide begins with this Preface and also includes the next chapter, Teaching Learning Strategies. The second chapter in each of the resource guides focusing on a particular language skill consists of an overview of our approach to understanding and teaching the language skill and general guidelines for strategy instruction. Subsequent chapters contain tips, lesson plans, suggested procedures, and sample student worksheets for learning strategy instruction in the foreign language classroom. The final chapter of the guides presents two lesson plans that take students through all four language skills and require them to use a strategic approach to language learning. Because the lesson plans are built around materials typically found in language textbooks, they should assist teachers in integrating strategy instruction into the materials they are currently using. This chapter reflects our belief that, although there are four guides, each addressing a different language skill, the best way to teach learning strategies to students is to integrate strategy instruction into all four skill areas.

# CHAPTER ONE.

# TEACHING LEARNING STRATEGIES

## Why Teach or Use Learning Strategies?

Learning strategies are the purposeful actions and thoughts that we engage in when we want to understand, store, and remember new information and skills. The defining characteristic of good learners and expert performers in any field is the ability to select approriate strategies and deploy them efficiently. This is as true in the foreign language class as in any other class.

We have all noticed the difference between the student who actively associates the new vocabulary or language functions of a lesson with what has been learned earlier, and the student who handles the material in each new lesson as though it were totally unrelated to anything that has gone before. From a learning strategies perspective, we would say that the first student is actively using his or her prior knowledge by elaborating or associating the new information to it. Another familiar example of the strategic versus the non-strategic foreign language student can be found in the receptive skills area. A student who is reading or listening actively is constantly monitoring his or her comprehension (Does this make sense?) and guessing at the meanings of unknown words by using context clues. This student is using the learning strategies of self-monitoring for comprehension and making inferences. The non-strategic student, on the other hand, is a passive reader or listener, and tends to give up and stop attending whenever a new word or expression is encountered.

Effective students use a wider range of kinds of strategies than ineffective students, and they are also more adept at selecting the best strategy for a particular task.

Learning strategies are important tools in teaching a foreign language because:

- Students who are mentally active while learning understand and remember the material better;
- Proficient strategy users learn faster;
- Students who use learning strategies are more motivated because they have control over their own learning;
- Strategies used in one language learning context can be applied in many other language learning contexts;
- Effective strategies can be taught to non-strategic students, and even strategic students can learn new strategies.

## What Kinds of Learning Strategies Are There?

Learning strategies can be classified in various complex ways, but we have found a simple classification to be the most useful (Chamot & Küpper, 1989; O'Malley & Chamot, 1990). The three types of learning strategies in this classification are the following:

**Metacognitive Strategies.** Metacognition means thinking about our own thinking and learning processes. When we take time to plan how we'll go about a task, we are using a variety of metacognitive strategies. Similarly, when we surface from task engagement from time to time to check on our progress, we are also engaged in a metacognitive strategy. And after we have finished a task - whether it's writing a paper or teaching a lesson - we can sit back and thoughtfully evaluate our own performance. This self-evaluation is also a metacognitive strategy. When we use metacognitive strategies we have powerful tools for regulating our own learning and performance.

**Cognitive Strategies.** These are the strategies we use to accomplish a task. For example, if we want to remember an informative lecture, we might take notes. If we encounter an unfamiliar word while reading, we may look at the surrounding context to make an inference about its meaning. If we cannot immediately remember a word or phrase we want to say or write, we may substitute a synonym or paraphrase. As mentioned above, one cognitive strategy that good learners consistently use is elaboration of prior knowledge. When we can tie in something new to an existing schema or knowledge framework, we understand it better and retain it longer. So cognitive strategies involve working directly with the material we want to learn, often transforming it in some way to make it ours.

**Social and Affective Strategies.** As the name implies, these are strategies that involve interaction with another person and that influence our affective state. For example, when we work with a team of teachers to develop a curriculum guide, we are using the strategy of cooperation because we know that the interaction of ideas and expertise will result in a better product. Similarly, we ask questions for clarification when we need to understand the requirements of a task or make sure that we have understood what another person has said.

These, then are the three basic types of learning strategies that foreign language teachers can teach to their students. Of course, they are just as useful with other subjects, too. The next section provides some examples of how real foreign language students have actually used some specific learning strategies.

## What Are Some Useful Strategies for Foreign Language Learning?

In our own research with high school second and foreign language students, we found that the following learning strategies characterized good language learners:

**Strategies for Language Learning**

| Strategy | Student's Thoughts |
|---|---|
| Self-monitoring of comprehension | Am I understanding this?<br>Does this make sense? |
| Elaboration of Prior Knowledge | What do I already know about this?<br>What does this make me think of? |
| Elaboration Between Parts | How do the different parts relate to each other? |
| Inferencing | Logically, what could this mean?<br>Can I make an intelligent guess?<br>What can I predict will come next? |
| Planning | How can I sequence and organize what I want to say/write? |
| Substitution | What other words or phrases can I use?<br>How can I say this another way? |
| Self-evaluation | How well did I learn this? |

A complete list of the learning strategies we identified with foreign language students appears at the end of this chapter. The strategies taught by the teachers who developed the strategy lesson plans appearing in Chapters 3, 4, and 5 will be described and defined in those chapters.

## Guidelines for Learning Strategy Instruction

This section summarizes what we have discovered about teaching learning strategies and offers suggestions for an instructional sequence to incorporate strategy instruction in any foreign language classroom.

Strategy instruction should be integrated into regular coursework, not taught as a separate class. Students appreciate the value of strategies when they can apply them to a real foreign language task immediately. A few minutes devoted to strategy instruction and/or practice and feedback in each class provides students with the practice they need to begin using the strategies on their own.

Strategies work best on material that is challenging but not totally beyond the student's capability. If the material is too easy, students don't need strategies to understand or produce it. Being required to use strategies when you can be successful without them seems like a waste of time to students. And if the material is too impossibly difficult, the strategies don't work. Materials selected for strategy practice should stretch students, not rehearse what they already know or be totally beyond them.

The nature of the language task should determine what strategies are taught. For example, inferencing is a strategy that is particularly useful for the receptive skills. Planning strategies are extremely helpful for productive skills, especially writing.

Elaboration of one's prior knowledge and self-monitoring of performance are important strategies for all types of language tasks (and for all types of learning in general).

Strategies are procedures or skills, and need considerable practice before they become automatic. Students need explicit reminders to use strategies and to try the strategies they know on new tasks. For this reason, strategy instruction needs to be ongoing throughout the school year.

All levels of language study can benefit from strategy instruction. Beginning level students who learn to use strategies will encounter more success in the foreign language, and will have more motivation to continue their language study. Students who can benefit most from learning strategy instruction at any level are those who are encountering difficulties. Students who have no difficulty in learning a foreign language already have developed effective learning strategies. These students are nevertheless interested in talking about their strategies and understanding why they are helpful to them.

Most learning tasks require several learning strategies for highly successful performance. As you begin to think about your own learning strategies that you use for a given task, the temptation is to teach them all to your students immediately. We strongly advise you to resist the temptation - we have learned through experience that too many strategies all at once merely confuse students and they can't keep them straight. One or two strategies at a time, followed by lots of practice and reminders, is a more effective approach.

Strategies need to be modeled by the teacher so that students can observe how an expert uses strategies. Because many strategies are mental rather than observable, the teacher needs to model them by thinking aloud. In other words, the teacher describes his or her thought processes while doing the task. We have provided models of our own think-alouds in the lesson plans presented in a later chapter. Thinking aloud takes some preparation, and we suggest some rehearsal prior to doing it for the first time in front of the class. It is also helpful to think aloud as much as possible in the target language as a way of modelling thinking in the L2 (rather than translating from L1 thoughts to L2 speech).

### Summary of Strategy Instruction Guidelines

1. Integrate strategy instruction with regular coursework.
2. Select material that is neither too easy nor too difficult, but that represents a stretch.
3. Teach strategies that are most effective with the language skill(s) to be practiced.
4. Start instruction with a discussion of what it's like to read (write, listen, or speak) in one's native language.
5. Teach strategies to beginning level as well as to more advanced students.
6. Don't try to teach too many strategies at the same time. Keep it simple.
7. Model the strategies for students by thinking aloud about your own mental strategies.
8. Make the instruction explicit. Mention the strategies by name. Give the strategies names in the target language.
9. Practice strategies throughout the school year.

//

## Instructional Sequence for Teaching Learning Strategies

Learning strategy instruction should be integrated into the regular foreign language curriculum. During initial instruction in the strategies, five to ten minutes a day can be spent in presenting, modeling, or practicing and discussing the strategies being taught. Later, students will need only brief reminders to use the strategies on class exercises and homework.

Learning strategy instruction can most effectively be divided into phases. These phases lead students through preparation, presentation, practice, evaluation, and application. Each phase is taught on one or more days so that students have time to understand, practice, and apply the strategies. The instructional sequence that we have found effective is the following:

Preparation - The teacher provides orientation to learning strategy instruction and finds out what strategies students are already using. This phase is useful because it gives students a road map of what to expect in strategy instruction, assists the teacher in discovering the specific strategies that students use or don't use, and demonstrates to the students that their prior knowledge about strategies (even if they have not used the term before) is valuable. Comparisons of both strategy use and approaches to different aspects of language in English and in the target language allow students to become more metacognitively aware of themselves as language processors and learners. The preparation phase is generally conducted in English, unless students' proficiency level in the foreign language is adequate for conducting the discussion in the L2.

Presentation - In this phase the teacher first names and describes the strategies to be taught and provides a reason for their use. This needs to be quite direct. For example, a teacher might say to the class: "Elaboration is a strategy for learning new information. When we elaborate, we use our prior knowledge to help us learn something new. When we make good elaborations, we learn faster and remember longer. That's why we're going to learn how to use elaboration." Next, the teacher models the strategy use. Again, this is quite direct. A teacher might say: "Let me show you what I do when I use elaboration. I'm going to think aloud so you can see how I use this strategy mentally." The teacher proceeds to model elaboration with a real language task, such as reading or writing a paragraph. After the teacher has modelled the strategy by thinking aloud, students are asked to analyze the think-aloud by going through the task and reflecting on how the teacher used the strategy. During this phase, much of the discussion will be in English for students at the beginning level, but the foreign language can also be used in a number of ways. For example, the strategy names can be written on a poster in the L2, and subsequently referred to in that language. Also, when the teacher models thinking aloud, much of the think aloud should be in the target language.

Practice - In this phase the teacher has students practice the new strategy with a variety of materials. Sample worksheets for initial strategy presentation and subsequent practice are provided in this resource guide. This practice can be done individually or in small groups. The focus is on practicing the strategy rather than on getting correct answers. This initial practice should be followed by continuing practice of the strategies with the regular curriculum materials used in the foreign language course.

Evaluation - In this phase students are asked to reflect analytically on their strategy practice. This debriefing is particularly important for developing students' metacognitive knowledge about their own strategy use. The following types of questions can guide the self-evaluation: How did the strategy work for you (the students)? Was it cumbersome? (Practice will make it easier.) Did it replace another strategy that you are more familiar with? Which strategy - the familar one or the new one - do you think will be most effective in the long run? Why? Students should become aware of their needs and long term goals, and should begin to realize that strategies need lots of practice.

Application - This phase continues throughout the year, as the teacher reminds students to use the strategy on new tasks, to use the strategy in new ways, and to use the strategy in different contexts. Whenever an opportunity arises in the classroom to apply a familiar strategy, teachers can remind students of the strategy, or elicit from them suggestions for appropriate strategies to use for a language task. Eventually, students should be able to choose appropriate strategies for language learning tasks without teacher prompting. At this point the student has truly become an autonomous language learner.

This sequence of strategy instruction is reflected in the sample lesson plans.

## The Learning Strategies

Below is a list of the learning strategies discussed and taught in the four guides. Definitions and descriptions of the strategies are given, strategy by strategy, in the remaining pages of this chapter.

### Metacognitive Strategies

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

Planning
Directed Attention
Selective Attention
Self-management
Self-monitoring
Self-evaluation

### Cognitive Strategies

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task.

Repetition
Resourcing
Grouping
Note-taking
Substitution
Elaboration
Summarization
Translation
Inferencing

### Social Strategies

Social strategies are those that require the presence of another person.

Questioning
Cooperation

## Planning

| | |
|---|---|
| **Definition:** | Generating a plan for the parts, sequence, main ideas, or language functions to be used in a language task; proposing strategies for handling an upcoming task; previewing the organizing concept or principle of an anticipated learning task. |
| **Synonyms:** | Previewing, outlining, brainstorming, advanced organization |
| **Name of strategy in the L2:** | Prepararse<br>Se préparer |

---

DESCRIPTION

Planning means getting prepared to act; specifically, getting a mind set to function in the L2, including deciding what strategies might best be used for the task. The process of planning often involves using other strategies as well, such as elaboration and inferencing.

Planning covers the ideas and concepts to be treated, order and organization, the mechanics of how to say it; it can also include setting longer term goals for language learning.

Reading: Previewing what is to be read. Getting an idea of the context. Recalling what is known about the topic. Deciding what the purpose for reading will be.

Speaking: Reviewing the topic to be discussed. Recalling what is known in the L2 to discuss the topic. Making notes if practical.

Writing: Making notes about the topic in the L2, including vocabulary. Making a preliminary plan.

Listening: Getting ready to listen, by anticipating content and L2 vocabulary (planning, used in combination with elaboration and inferencing).

## NOTES

Students aren't particularly pleased when they have to plan. They tend to believe that they do quite well without it!

This is a very important point, however: As you plan, you become more aware of your knowledge and skills -- you reinforce them because you are reviewing them -- you explore new ideas and expand your knowledge and skills.

A plan is valuable only if it is flexible. Your plan is actually meant to lead you into new possibilities, to give you new ideas, and to prepare you for what is to come. Do not approach planning as if it were a prison! A plan is a starting point.

| | |
|---|---|
| Guide | How and Where Planning is Taught |
| Reading | Previewing, page IV-63 |
| Speaking | |
| Writing | Thinking in the L2 during the planning stage, page III-29 |
| Listening | |

## Directed Attention

| | |
|---|---|
| **Definition:** | Deciding in advance to attend in general to a learning task and to ignore irrevelant distractors; maintaining attention during task execution. |
| **Synonyms:** | Paying attention, focusing, concentrating |
| **Name in L2:** | Concentrarse, GAFAS, BANDES (see Listening Guide)<br>Diriger son attention |

---

## DESCRIPTION

Directing one's attention means deciding in advance first to focus attention, then to maintain it for the duration of the task. It requires persistence and self-discipline.

## NOTES

Students need to be specifically told that they cannot do something else (clean out notebook, homework, etc.) when the teacher is talking, while listening to a tape, during instructions, because the brain does not automatically process input in and about the L2. Students cannot allow themselves to be distracted. They must learn that attention is a force under learner control.

| Guide | How and Where Directed Attention is Taught |
|---|---|
| **Reading** | |
| **Speaking** | Tip, page III-53 |
| **Writing** | |
| **Listening** | as a pre-listening and during-listening strategy, page III-50 |

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## Selective Attention

| | |
|---|---|
| **Definition:** | Deciding in advance to attend to specific aspects of language input or situational details; attending to specific aspects of language input during task execution. |
| **Synonyms:** | Scanning, selectively focusing |
| **Name in L2:** | Enfocarse<br>Concentrer son attention |

---

### DESCRIPTION

Using this strategy means narrowing the focus of attention to seek out only a small part of the content, as opposed to intensive attention to the whole task.

### NOTES

We cannot pay attention to everything at once. Sometimes it is desirable to select an element to focus most of our attention on. This implies identifying and setting priorities.

The teacher prepares the students by using advanced organizers to point out what the focus of attention will be. For example, if the point of a lesson is learning a new construction, then students should concentrate their attention largely (selectively) upon hearing and using that construction. Selective attention can be used for review purposes as well, such as "Last week we talked about formal versus informal distinctions. Listen to this dialogue. What relationship between the speakers is implied?"

| Guide | How and Where Selective Attention is Taught |
|---|---|
| Reading | Scanning, page IV-87 |
| Speaking | Tip, page III-55 |
| Writing | during revising stage, when using Revising Checklist, page III-62 |
| Listening | as a pre-listening and during-listening strategy, pages III-25 and III-43 |

## Self-management

| | |
|---|---|
| **Definition:** | Controlling one's language performance to maximize what is already known; understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions. |
| **Synonyms:** | Staying within your L2 means; using what you know; thinking in the L2 |
| **Name in L2:** | Manejarse<br>Décider de contrôler son langage |

---

### DESCRIPTION

Self-management basically means accepting in advance that you may not going to be able to say (or write) exactly what you'd like to, and that you still need to say what you can say about the subject. It also means having an awareness of how you learn and having the self-discipline to seek out and provide yourself with those conditions that promote your learning.

### NOTES

Learning more language, and learning to use it correctly, is done by building on what is already known. When teachers assign an activity to build language use, students often think that the point of the activity is to solve the problem, as, for example, making a description of a picture. For the foreign language teacher, however, the process of using language to arrive at a description is the point. When students can use approximate language, gestures, paraphrase, express an idea in incomplete sentences, they are creating a foundation on which the teacher can build to give them new language.

When students believe that they must have a complete and accurate utterance to participate, they end up not participating at all! Students need to realize that, while they cannot control what the teacher asks them to do or what an L2 speaker will say to them, they can manage themselves -- their attention, their approach to language learning, their attitudes about their own performance and risk-taking.

| Guide | How and Where Self-management is Taught |
|---|---|
| Reading | |
| Speaking | Tip, Work within what you know in the L2, page III-61 |
| Writing | Not explicitly mentioned, but a component of thinking in the L2, page III-29 |
| Listening | |

## Self-monitoring

| | |
|---|---|
| **Definition:** | Checking, verifying, or correcting one's comprehension or performance in the course of a language task. |
| **Synonyms:** | Monitoring, correcting |
| **Name in L2:** | Comprobrarse<br>Vérifier son langage |

---

**Monitoring** is defined in these guides as a strategy that takes places during task execution, as opposed to checking and correcting one's work after a space of time as passed (self-evaluation).

### DESCRIPTION

Self-monitoring is thinking about what you do as you do it.

### NOTES

Learning to self-monitor requires time and practice. To be able to hear or see one's own mistakes depends on first knowing what is correct, or, at least, what is not or may not be correct, or what doesn't sound right. It also requires recognizing when there is no comprehension, so that something can be done about it.

Self-monitoring can lead to taking a risk; the learner may decide to tentatively use a word or structure about which he is not sure.

Students do not see that it is their role to check their output. For them, it is the teacher's role to make corrections! You can teach them to listen to themselves and hear when they have produced an incorrect utterance. Not all errors may need to be corrected, however. Mistakes that impede communication or that are offensive to the listener probably should be addressed, while "slip-of-the-tongue" errors (that don't interfere with communication) may go unremarked. The teacher needs to decide (and inform students) as to his or her standards of accuracy, and in which situations (e.g., skill-getting versus skill-using) a high level of accuracy is expected.

On the flip side of this -- not understanding something that has been said to them or something they have read -- students need to learn that self-monitoring is the first step in problem solving. Identifying what is causing the comprehension problem leads to deploying any number of strategies (inferencing, questioning, repeating) to clear up the difficulty.

| Guide | How and Where Self-monitoring is Taught |
|---|---|
| **Reading** | |
| **Speaking** | **of production (accuracy), pages III-13, III-47, and III-111**<br>**of comprehension of conversational partner, page III-120**<br>**of one's comprehensibility, page III-136** |
| **Writing** | **of production (accuracy), during composing stage, Ss are instructed to circle uncertainties and return to correct these during revising phase, page III-48** |
| **Listening** | |

## Self-evaluation

| | |
|---|---|
| **Definition:** | Checking the outcomes of one's own language performance against an internal measure of completeness and accuracy; checking one's language repertoire, strategy use, or ability to perform the task at hand. |
| **Synonyms:** | Checking back, revising, verifying |
| **Name in L2:** | Evaluarse<br>Confirmer son langage |

---

**Self-evaluation** can be very similar to **self-monitoring** in its checking back and correcting aspects. However, it is defined as a strategy that is used either immediately or some longer time after students have stopped listening, speaking, reading, or writing. Aspects of the strategy can be applied before a language task as well, such as checking one's L2 repertoire to see if certain words or structures are known.

### DESCRIPTION

For use before a task, self-evaluation implies that the learner has an intuitive sense of what he or she knows in the L2 and the self-discipline to make this personal assessment as a first step to working within what he or she knows.

For use after the task, self-evaluation implies that a given task is done in advance, so as to have time to return to the completed whole and examine it for ways to improve it, to complete it, to verify understanding, to make corrections. It means setting a certain standard and working to reach that standard.

### NOTES

Pitfalls for use of self-evaluation: Students do not begin a task sufficiently in advance to evaluate and make changes. Students have little or no awareness of the actual impact made by effective evaluation and are frequently insecure in the knowledge they need for evaluating. Students expect the teacher to do the evaluation since they may not distinguish grading from evaluation.

There are questions that students can ask themselves in conjunction with self-evaluation: Does this make sense? Can the order be changed to make it more effective? Can I add/take out anything? Is the grammar correct?

| Guide | How and Where Self-evaluation is Taught |
|---|---|
| Reading | as verification after reading, page IV-114 |
| Speaking | |
| Writing | An aspect of thinking in the L2 during planning (not explicitly mentioned, but working within what you know implies making an assessment of what is known), page III-29<br>Checking back during revising phase, page III-57 |
| Listening | as verification after listening, page III-58 |

## Repetition

| | |
|---|---|
| **Definition:** | Repeating a chunk of language (a word or phrase). |
| **Synonyms:** | Repeating, rehearsal |
| **Name in L2:** | Repetición; repetir<br>Répéter |

---

## DESCRIPTION

Repetition can be oral, silent or written.

Oral repetition is reproducing a chunk of language out loud.

Silent repetition occurs when the learner is silently practicing in his/her mind, trying either to remember, comprehend, visualize or reproduce the language. Silent repetition is what we do between looking up an unfamiliar telephone number and dialing it -- repeat it over and over in our mind until it is dialed. It is basically a short-term memory way of maintaining or remember something until we either forget it or it gets pushed into long-term memory.

Written repetition is copying or practicing orthography, vocabulary or syntax in multiple written form.

## NOTES

It is well-known that repetition is essential to language learning. The language teacher's problem has always been how to provide adequate repetition in a sufficiently varied or disguised format and context to maintain student interest.

Students need to be made aware of how vital repetition is to their learning. Understanding the benefits of an activity may help to ameliorate possible boredom or at least make it tolerable. One has only to watch students doing calisthentics or exercises in preparation for sports to realize that they're willing and able to do repetitive activities when there is a definite goal they want to achieve. Also, students can often give suggestions as to creative and fun ways to vary repetition.

The most important suggestion you can give your students about repetition they do on their own is: "**Vary the ways in which you repeat.** Manipulate the material to be learned in as many ways as possible. Say it aloud. Silently. Visualize it. Make up sentences. Write it. Study it with a friend."

## EXAMPLES

"Review" is repetition.

Silent: Memorizing lines of a dialog/play.

Listening: Listening to a passage several times.
Write 5 different sentences using a new word or phrase.
Revise a passage you have written.

Oral repetition: "I'm going to ____ and I'm going to take (A) (B) (C) with me."
(Each student must repeat all of the preceding and add one.)

Reading: Reread a selection several times, each for a different purpose.
Underline X each time you see it in a given passage.
Read flashcards.

Written: Group given 1 copy of a play/script; must make copy for each member of the group (pre-xerox setting!)
Write flashcards.

| Guide | How and Where Repetition is Taught |
|---|---|
| Reading | |
| Speaking | Tip, to help in memorizing, page III-65 |
| Writing | |
| Listening | Tip: silent repetition to assist comprehension, page III-71 |

# Resourcing

| | |
|---|---|
| **Definition:** | Using available reference sources of information about the target language, such as dictionaries, textbooks, and prior work. |
| **Synonyms:** | Research(ing) |
| **Name in L2:** | Utilizar recursos<br>Se renseigner; chercher de l'aide |

---

## DESCRIPTION

Listening: Paying attention to vocabulary and syntax used by other more advanced speakers, to provide structures that the learner can use. (This form of resourcing uses people, not books, as sources of information.)

Reading: Looking at the rest of the body of written material for clues and models of correct language usage and meaning.

Writing: Using reference sources to find the word(s) or structure(s) needed.

Speaking: Utilizing the questioning strategies to solicit information from other speakers (see "Questioning"). This particular use of resourcing can also be considered **cooperation**.

## NOTES

At some point students will need to go beyond the limits of the L2 they have learned; they need to be taught how to do this competently. We have all received assignments, whether written or oral, for which students have not utilized any resources, but have simply invented cognates or structures and hoped for the best! Or ones in which students have used a reference source such as the dictionary, only to take the first word or phrase given (usually wrong!) and put it in an incorrect context.

In terms of listening/speaking, students must be repeatedly reminded to concentrate their attention on how the message is being communicated as well as what the message is, to repeat silently (*repetition*) the word(s) or structure(s) they need, and then to *transfer* the same to their own oral production as soon as possible.

With regard to reading and writing, students are likely to turn to references such as dictionaries. It is therefore important for the teacher not to take for granted that they know how to use one properly. At lower levels students should stick to dictionaries which include context phrases or sentences in both languages so that they: (1) can be certain they have the correct meaning, and (2) can see how everything fits together syntactically and imitate it. They need to know how bilingual dictionaries differ from monolingual ones, what the various abbreviations mean, how to distinguish between definitions of syntactically different usages of the same word (verb vs. noun), and how to cross-check the definitions in the L1 and L2 parts of the dictionary. Constant reminders, and pointing out examples of models or information available in the body of tests which would have helped them answer questions on the test, are practical ways of showing students a productive reason for resourcing within the document itself.

Students also need to be warned against *over* use of resourcing. Learning to work within what they know in the L2 is an important language skill and helps students avoid the frustration of trying to translate utterances beyond their L2 proficiency. Students need to develop other strategic responses to L2 situations besides resourcing, such as using the strategy of substitution (finding another way to communicate their idea).

| Guide | How and Where Resourcing is Taught |
|---|---|
| Reading | |
| Speaking | |
| Writing | Tip: to be used only during revising stage, page III-62 |
| Listening | |

## Grouping

| | |
|---|---|
| **Definition:** | Ordering, classifying, or labelling material used in a language task based upon common attributes; recalling information based on grouping previously done. |
| **Synonyms:** | Relating, classifying |
| **Note:** | Considered a part of the larger strategy of elaboration |
| **Name in L2:** | Agrupar; Clasificar; Relaccionar<br>Classifier |

---

## DESCRIPTION

Useful as an aid in learning and recalling L2 material.

Trying to mentally associate related vocabulary in order to recall it for oral or written production. Classifying and labelling vocabulary or structures according to any related system.

## NOTES

Grouping based upon semantic relationships has long been the basis for most textbook vocabulary -- units of foods, clothes, family vocabulary, etc. In texts, grouping is also used for syntactical relationships, such as the formation of adverbs, learning prepositions, etc.

Somewhat more recent is the idea of functional groupings -- how to request, refuse, praise, etc. So this is not a new concept to either teacher or student!

However, both should understand that there are many ways to group, and students should be allowed and encouraged to come up with grouping patterns that make sense for them, and which help them remember, even if they differ from the ones we are accustomed to.

## EXAMPLES

We tend to teach verbs by conjugation paradigms of each particular tense. Do students see other ways of classifying or remembering that might be more useful to them?

Can students produce a sentence or mnemonic device that will help them remember vocabulary? (See GAFAS, a mnemonic device you can teach your students to help them remember strategies useful when listening.)

| Guide | How and Where Grouping is Taught |
|---|---|
| Reading | |
| Speaking | Tip, to assist in memorization and recall<br>pages III-69 and III-73 |
| Writing | |
| Listening | |

## Note-taking

| | |
|---|---|
| **Definition:** | Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance or recall of a language task. |
| **Synonyms:** | Taking notes, jotting down, circling |
| **Name in L2:** | Apuntar, apuntando; Tomar apuntes<br>Prendre des notes |

---

### DESCRIPTION

Listening/Reading: Making any kind of marks on paper to show either that you have heard, read, understood or evaluated something in the L2.

Speaking/Writing: Jotting down ideas, words, phrases, concepts to aid in either spoken or written production. The mere act of writing something down is a form of repetition and an aid to memory.

### NOTES

The phrase "note-taking" tends to conjure up the image of writing down facts given in either oral or written form, as in a lecture or a reading selection, but it is actually much broader. Making a check mark each time a certain work or structure is heard, or writing down numbers heard are forms of note-taking as well. Dictation is an extreme example of note-taking. Spot-dictation is a form of note-taking which can be used to teach students the key words in a selection.

Generally speaking, students don't seem to take notes in FL classes, at least not when we want them to! (And conversely, teachers whose memories go back to audiolingual days will remember how often nervous students tried to write down material they thought they couldn't remember -- often with disastrous results -- when what we wanted them to do was just listen to understand or repeat.)

As every teacher's style is different, only you can decide how you feel about students with pen/pencil in hand during various phases of classroom instruction. If your explanations, for example, differ from those of your textbook, or you amplify the semantic or syntactical material, you may want to specifically instruct your students to keep a notebook, take notes on this material and periodically review it.

At some point in L2 instruction, when the body of material with which the student is dealing is more complex and longer in format (i.e., listening to a short lecture), students may need specific instruction and practice on how to take notes in the L2 without losing the thread of the material they are hearing or reading.

Keep in mind that note-taking focuses on content, not on form; it can even be done in L1.

Although explicit lesson plans addressing the strategy of note-taking are not included in any of the guides, this strategy can be used well in combination with selective attention. For example, you can ask students to make a check mark everytime they hear a certain structure in a dialogue.

## Substitution

| | |
|---|---|
| **Definition:** | Selecting alternative approaches, revised plans, or different words or phrases to accomplish a language task. |
| **Synonyms:** | Circumlocution, approximating, paraphrasing |
| **Name in L2:** | Substituir; substitución; circunlocución<br>Substituer |

---

### DESCRIPTION

In the productive skills, this strategy is virtually any way one can get an idea across when the exact words or structures are unknown. It may mean defining a word/phrase which is lacking in the L2 (boss = the person you work for), making a question instead of a command (Can you pass me the salt? = Pass me the salt), all the way to drawing a picture or acting something out in hopes of having the necessary information supplied by other speakers. It may mean changing written production at a creative level to conform to the limits imposed by the current knowledge of the L2.

### NOTES

Of all of the strategies students use in L2, substitution may be both the most frequent and, at the same time, the most under-utilized. It is very common for a student to "lock in" on the specific word, phrase or construction he wants to say in his own language, and then either give up finishing his sentence in the L2 because he doesn't know it or head immediately for a dictionary or other resource to look it up.

Perhaps one of the hardest tasks a teacher faces is to realize that substitution must be taught and to help make substitution a more automatic response t the problem. One way a teacher can help students become accustomed to this is to constantly provide examples of circumlocutions for them. Instead of translating words or phrases, rephrase them in simpler words. Crosswords with definitions given in the L2 provide training for substitution. Asking students to describe, either orally or in writing, current or idiomatic phrases in English to a speaker of the L2 ("slumber party", "cheerleader", "potluck dinner") is an interesting exercise which could easily simulate real experiences; such phrases are often not even found in dictionaries, an added bonus, as the student has no choice but to substitute/explain.

Making clear to lower level students that it is perfectly acceptable to be content with an approximate message which is simpler and less precise and which reduces the topic to essentials often helps relieve some of their anxiety, while teaching them an important skill!

Making certain that students are not always allowed recourse to reference materials, or are given extra points or credit for not using them, is good training for real-life situations when one will either be without a dictionary or need immense pockets!

| Guide | How and Where Substitution is Taught |
|---|---|
| Reading | |
| Speaking | Explicit instruction, page III-101 |
| Writing | during composing stage, page III-43 |
| Listening | |

## Elaboration

| | |
|---|---|
| **Definition:** | Relating new information to prior knowledge; relating different parts of new information to each other; making meaningful personal associations to information presented. |
| **Synonyms:** | Using background knowledge; thinking in the L2; using what you know; grouping; imagery; staying within your L2 means; transferring; relating; associating |
| **Name in L2:** | Relacionar; ampliar; desarrollar; utilizar lo que ya se sabe<br>Utiliser des connaissances déjà acquises;<br>Utiliser ce qu'on sait déjà |

---

**Elaboration** is a very important learning strategy with a multitude of manifestations. In these guides, it is referred to and taught in many ways, under many names, each capturing a different aspect of the strategy.

### DESCRIPTION

To elaborate basically means making connections and seeing relationships and similarities. These connections and relationships may be strictly linguistic, both within the L2 (if I know "alegremente" means "happy" with an "ly", then "facilmente" may mean "easy" plus an "ly"), and between L1-L2 (cognates). They may also be between experience and language (if this is a phone call, and if it's at all like most phone calls, that first phrase I heard must have been their way of answering the phone).

We learn and understand new material within the framework of what we already know. Connecting new material to what we already know is elaboration. We also use what we know to make educated guesses (inferences) about material we do not immediately understand. For this reason, elaboration, or using what you already know, is an essential component of successful inferencing, as can be seen in the examples given in the paragraph above.

## NOTES

Many students are simply afraid to elaborate, particularly for the purpose of making inferences. Good language learners are risk-takers, and to make assumptions and look for connections is to take the risk of being wrong. The student who has to ask "Does 'automovil' mean 'automobile'?" is too nervous to take a chance on what he already knows; he needs a teacher's assurance that he is right. The student who insists he "doesn't understand" what you're saying when you smile, point to yourself and say "My name is X" within the context of an introductory lesson simply is reluctant to relate what he already knows about human behavior and relationships to a new linguistic experience.

How can we encourage these students to take chances, to make associations and to develop the strategy of elaboration and the combination of elaboration to support inferencing? Constantly asking about relationships or having other students point them out help. Throwing in hints like "It seems like X", or suggesting visual imagery help expand the students' elaboration repertoire. "Game-type" activities such as guessing occupations for "What's My Line?" help. Above all, maybe we shouldn't tell students everything, at least until we've given them a chance to figure out some things on their own. For them to become risk-takers, we have to let them take risks!

See examples of various types of elaboration and closely-related strategies contained in the "Integrating and Applying Strategies to Your Text" section. As has been said, "Elaboration" and "Inferencing" are closely related, and work very well together.

| Guide | How and Where Elaboration is Taught |
|---|---|
| Reading | Cognates, page IV-15<br>Using background knowledge, page IV-43<br>In combination with predicting, page IV-110 |
| Speaking | Tip: working within what you know in the L2, page III-61<br>Tip: grouping to improve memorization and recall, pages III-69 and III-73 |
| Writing | Using what you know in the L2, a component of thinking in the L2 during planning, page III-29 |
| Listening | In combination with predicting as a pre-listening strategy, page III-29 |

## Summarization

| | |
|---|---|
| **Definition:** | Making a mental or written summary of language and information presented in a task. |
| **Synonyms:** | Abstracting |
| **Name in L2:** | Resumir; hacer un resumen<br>Résumer |

---

### DESCRIPTION

To summarize is to verbally or in writing reduce an oral or written passage to its essentials.

Summarization can be utilized mentally to re-state the main points of each division of an oral or written text (assuming sufficient pause between divisions is given when work is oral).

### NOTES

As in Note-taking, there is a tendency to view this strategy as an upper-level one, related to longer reading passages, for example. In reality, however, it is a very basic skill which we use daily when we convey the essence of a conversation ("We talked about how hard that exam was!"), when we relay a message ("He said he wants to go; he'll call."), in writing book reviews, in news reporting, and so on.

It is a strategy that can be used from the very beginning levels. Students may be asked to sequence a series of pictures with speech balloons depicting people being introdued, or to choose or produce a title for a short passage, or select a topic sentence to begin a paragraph. At more advanced levels they can be asked to abstract a fairly long selection down to its basic concepts, or to listen to a lecture and state its main points.

| Guide | How and Where Summarization is Taught |
|---|---|
| Reading | |
| Speaking | |
| Writing | |
| Listening | Tip, during post-listening verification, page III-67 |

# Translation

| | |
|---|---|
| **Definition:** | Rendering ideas from one language to another in a relatively verbatim manner. |
| **Synonyms:** | |
| **Name in L2:** | Traducir; traducción<br>Traduire |

---

**Translation** is a strategy that language learners certainly use. It is included in the lesson plans contained in these guides, not as a strategy that needs to be explicitly taught to students or mentioned as a tip, but rather discussed with the class and discouraged. Other strategies such as **thinking in the L2** when writing are suggested as more efficient and L2-strengthening strategies to be developed.

## NOTES

Translation supposes a one-to-one correspondence between two languages, and, based upon that supposition, is an attempt to substitute an L2 noun for an L1 noun, a literal translation for an L2 idiom, or an L2 structure for an L1 structure.

Although translation wholesale is not, in the long run, the most effective strategy, there are moments when a teacher needs to keep it in mind.

First, unless the learner is in an immersion situation -- and even then -- we are only fooling ourselves if we think students can be kept from translating. Also certain stock phrases can fairly quickly lose their translation status ("Good morning", "How are you?"), in most lower level classroom situations it is impossible to provide so much repetition and direct association practice that the majority of the material does not go through a translation phase. And even in very common phrases such as "My name is ..", we have all heard "Me llamo es" enough to know that there is still translation interference well into second language study. If we accept that students will translate (after all, we do learn most things based upon what we already know!), then we must find ways to minimize the false concept of one-to-one correspondence and utilize the strategy to our advantage.

Second, there are nuances of meaning which, without long-time immersion in a second language environment, are very difficult for the learner to catch, and which are not easy to convey with total accuracy through visual imagery. One example is the problem of the preterit-imperfect contrast in Spanish, where which tense is used often depends entirely upon the meaning one wishes to convey rather than inherent conditions within the sentence.

What, then, should the teacher do?

1) Utilize translation sparingly and briefly when its use will quickly resolve a problem that might otherwise remain misleading or confusing to the student.

2) Be alert for signs of student translation and ready to consistently steer the exchanges back into the L2 and to provide other strategies for the student to use (e.g., substitution).

EX: Student produces "Juan realizó que eran las dos."
Teacher: Mira. (Writes on board)
Juan realizó su sueño de hacerse doctor.
Pepe se dió cuenta de que tenía hambre.

3) Remind students that eventually they must move away from exclusive reliance on L1 and try to think and work within the L2 as much as possible.

| Guide | How and Where Translation is Mentioned |
|---|---|
| Reading | |
| Speaking | |
| Writing | Avoid translation, think in the L2 during planning and composing, use substitution during composing, pages III-29 and III-48 |
| Listening | |

## Inferencing

| | |
|---|---|
| **Definition:** | Using available information: to guess the meanings or usage of unfamiliar language items; to predict outcomes; or to fill in missing information. |
| **Synonyms:** | Guessing, predicting, deducing |
| **Name in L2:** | Inferir; predecir; deducir; adivinar<br>Déduire; inférer; deviner; prédire |

---

### DESCRIPTION

Inferencing involves making informed guesses or predictions about meaning, based upon either situational or linguistic contexts or previous knowledge. One can infer, or reason deductively, the weather from a description of what someone is wearing, or a relationship from the level or register of language being used; one can predict what may follow "Thank you" or "How are you?" based upon one's knowledge of the world (elaboration).

### NOTES

(See also notes under "Elaboration": these two strategies work closely together.)

We make inferences all the time in our own language, often subconsciously. We infer or deduce based upon everything from the tone of voice and demeanor ("It wasn't what he said, but how he said it") to linguistic clues leading to "the butler must have done it because ..."

Inferencing between languages works totally only when the linguistic and/or cultural concepts are roughly equal. Since they often are not, the teacher must be aware of what can reasonably be expected of students and what kind of help is needed.

The first type of inferencing is tricky, and requires explanation and/or experience within the L2 culture. A smile does not universally imply happiness, nor a rising intonation a question. The more obvious of these contrasts will undoubtedly have to be taught where appropriate; in a classroom setting they are dependent upon instruction, not deduction.

The second type primarily depends upon a certain sense or development of logic, which can be taught and should be practiced -- but which can also involve cultural knowledge that needs to be explained. For example, when comfronted with the statement that a person went to visit a friend on the other side of town, it may be logical in an industrialized culture to infer that the person went in a car. However, this inference would probably not be logical in an under-developed country. Knowing something about a story personage's character and actions can help you infer whether descriptive vocabulary in subsequent passages might be positive or negative.

Do the cultural caveats mean that, in a practical sense, inferencing is not a useful strategy in a classroom situation? Not at all. Students can be asked to infer information that will help them understand new vocabulary from photos or illustrations in printed texts, from background noises in audio texts, or to predict what will follow in a particular sequence of events. Advance organizers such as questions, true-false, incomplete sentences, etc., can help them develop this skill, particularly if these organizers do not reproduce the text verbatim.

| Guide | How and Where Inferencing is Taught |
|---|---|
| Reading | as Predicting (in combination with Using Background Knowledge), page IV-107 |
| Speaking | Guessing meanings of unfamiliar items used by one's conversational partner, as a step in resolving comprehension difficulties, page III-121 |
| Writing | |
| Listening | as Predicting (in combination with Using Background Knowledge), a pre-listening strategy, page III-29<br>Guessing meanings of unfamiliar items, as a step in resolving comprehension difficulties, page III-69 |

## Questioning

| | |
|---|---|
| **Definition:** | Asking for explanation, clarification, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self. |
| **Synonyms:** | Asking questions; appealing for help |
| **Name in L2:** | Pedir ayuda<br>Poser des questions |

---

### DESCRIPTION

Listening: Letting someone know that you have not understood what they have said. This can be non-linguistic, as in shrugging your shoulders or looking puzzled, to saying something ranging from "What?" (see final note) to "I don't understand" to "Please explain 'incorporated' to me."

Speaking: Aside from the use of speech to explain that you have not understood a verbal or written text, one can question to ask for help, to elicit unknown forms: "What do you call 'a machine that copies from books'"? One can also check to verify that the word just used was correct: "Is 'Xerox machine' right for a machine that copies from books?"

### NOTES

Two of the standard phrases in most beginning texts are "Please repeat" and "Speak more slowly, please".

In the first case, there are two possibilities:

1) The person will repeat exactly what was said, but the learner still doesn't understand; there is obviously a definite limit (probably twice) as to the number of times anyone will ask for repetition.

2) Often people don't repeat exactly, they rephrase -- which may turn out to help, _if_ the changed phrase is something the learner knows -- but it will not explain the original answer or help the learner deal with similar answers in the future. The learner doesn't grow in L2 knowledge without learning to clarify words he doesn't understand and adding them to his vocabularly.

In the second case, what a native considers "slow" usually differs greatly from a non-native. Furthermore, often the problem isn't resolved even if they do slow down, either because there are key words which are unfamiliar, or word-linkage prevents the hearer from identifying the component parts correctly.

Therefore, while both phrases are useful, and will work sometimes, it is crucial that the student be:

1) taught to identify what it is that appears to be the comprehension obstacle;
2) to decide whether resolving it is actually critical or not, and
3) what kinds of questions can be used to elicit the desired information.

(It might appear that a word or phrase is causing comrehension problems it would automatically be necessary for the learner to deal with it. In reality, many students tend to overlook the relative importance to the message of any chuck of language they don't understand. The minute they hear something that seems unfamiliar, they feel they can't understand the basic message.)

Students should be taught right away the polite ways to say "What?" in the L2 in the sense of "What was that again?" Once they learn the interrogative equivalent for "What?", they tend to carry over its usage to this meaning, something that can come across as being quite rude in the L2.

| Guide | How and Where Questioning is Taught |
|---|---|
| **Reading** | |
| **Speaking** | to resolve listening comprehension difficulties in a conversation, page III-119<br>to ask for needed information, page III-129<br>to resolve problems of comprehensibility, page III-135 |
| **Writing** | |
| **Listening** | to resolve listening comprehension difficulties in a conversation, page III-76 |

## Cooperation

| | |
|---|---|
| **Definition:** | Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance. |
| **Synonyms:** | Group work, pair work |
| **Name in L2:** | Compartir ayuda<br>Coopérer; travailler ensemble |

Cooperation is not so much explicitly taught as a strategy in these guides as it is used to structure activities, having students work in pairs or small groups to complete a task or check each other's work.

### DESCRIPTION

Cooperation is usually associated with students working in pairs or small groups. Whole class cooperation is also essential, since all class work is solving problems, pooling information, checking learning tasks, modeling activities, and getting feedback on performance (plus teacher giving new material).

### NOTES

Some teachers question the concept of having students work together because of their tendency to revert to English and, more importantly, to consider the result as being more important than the process. Teachers who regularly have their students work together in small groups do so because it gives more opportunity for each student to practice, it allows students to share their knowledge and to benefit from each other's strong points (at least in theory), and because it is a non-teacher-centered activity.

Language learning is risky for young people. Students can cooperate more fully when they clearly understand that everyone will have problems, everyone will make mistakes, and that the process of working together to use the language and learn from mistakes is a valid way to work on learning a foreign language.

In order to keep students on task when cooperating, we suggest that you limit the time students are given to complete the activity. It may also be helpful to assign roles to the students in the group, so that each has a well-specified responsibility. Some roles can be: Moderator (who keeps the group working and makes sure that everyone contributes); Secretary (who writes down all group decisions and compiles the written document that the group hands in); Monitor (who supplies needed L2; identifies and possibly corrects mistakes, perhaps after the task is completed; and who makes a list of L2 difficulties the group had); Reporter (who reports the group's findings to the class); and Thinker (everyone in the group, who share responsibility for contributing ideas).

| Guide | How and Where Cooperation is Taught |
|---|---|
| Reading | as pair work or group work for most reading activities |
| Speaking | as pair work or small group work for Macro-tasks (see Appendix) and selected speaking activities (such as the Recall Game, page III-73) |
| Writing | as a part of Checking Back, used during the revising stages, page III-65 |
| Listening | as pair work or group work during pre-listening, pages III-30 and III-43 |

# CHAPTER TWO

# LEARNING TO COMPOSE WRITTEN TEXT

This chapter begins with an overview of the approach to writing that has guided our strategy instruction and includes some general suggestions for ways to teach writing strategies.

The next section consists of lesson plans and student worksheets for learning strategy instruction in writing. Appendices include sample scripts of the teacher's think alouds, or modeling of the strategies, and suggested writing topics.

## How Do Writers Write?

Many of us have been accustomed to thinking about written composition only in terms of the product. In our personal writing we may focus on the appearance of the final paper and not reflect too much on the process that gets us to the final paper except to acknowledge that it's generally time-consuming and often painful. This approach frequently carries over to the classroom, especially when teaching writing in a foreign language. We want our students to be accurate, to spell correctly, to use the correct verb tenses, and to remember accent marks. We become discouraged when our students keep handing in paragraphs and compositions with the same errors repeated over and over again.

The research that has guided the development of this resource guide has taken an approach to writing that seeks to develop in students an awareness of and control over the process of writing as a means to improving the final product.

A process approach to writing takes the view that writing begins with a planning or pre-writing stage in which ideas are generated, goals are set, and the parts and sequence are organized (Hayes & Flower, 1980). In other words, writers don't just start writing good prose without planning what they want to say, though methods of planning may differ. For example, some writers need to put their writing plan on paper, while others prefer working from a mental plan. After the planning stage, good writers begin to put their ideas on paper. The writer is aware that this composition stage is not the final stage of writing, and that its focus is on the quality of ideas written down rather than on the correctness of form. During the composition stage, writers often go back to their original plan and revise it as new ideas are generated. The third stage of writing is reviewing or rewriting, in which the writer reads, changes, deletes, and edits the written text. In this third stage the writer also frequently goes back to the planning and composing stages to make changes to improve the text.

This description illustrates what good writers do. They understand that composing involves recursive creation, exploration, and revision of ideas, while poor writers may feel that such behaviors are the mark of a bad writer. Key differences have also been found to exist between skilled and less skilled writers in their use of learning strategies. For example, good writers spend more time planning. Good writers also monitor how well they are communicating their message, whereas poor writers monitor mechanics such as spelling. Good writers evaluate and revise what they have written more often than do poor writers (Zamel, 1982, 1983).

The purposes of the writing strategy instruction in the lesson plans that follow are to make students aware of the writing process and to teach them the strategies associated with good writing. Using these strategies will assist them in planning, composing, and revising their written compositions.

## Guidelines for Writing Strategy Instruction

The materials in this guide have been field tested in French and Spanish classes. We interviewed both students and participating teachers after conducting the writing strategy instruction. From these interviews, we offer the following advice about presenting instruction.

Make the strategy instruction explicit. Name the strategies. This allows you to discuss them with Ss and for Ss to exercise conscious control over the writing process.

Make practice of strategies through writing a routine in the class. Students reported that intermittent practice makes the strategies appear as if they are coming out of nowhere. Regular practice with strategies will result in students being mentally prepared to use strategies. Making strategy instruction a routine can be as simple as devoting every Wednesday, say, to writing in the L2, with instruction in learning strategies. Reminders to use strategies should be made whenever students engage in an exercise in which the use of learning strategies is beneficial.

Teachers should give an overview of strategy instruction for the year (or semester) before actually beginning instruction. When strategies are being introduced or practiced, the teacher can refer to the introduction made at the beginning of the year. If strategy instruction is not tied together--through class routine or explicit reference--it risks being lost in the shuffle of classroom activities, and students will fail to see the purpose in doing the activities.

One of the most effective instructional approaches to teaching writing strategies is for the teacher to model the writing process. Students often believe that their teachers write effortlessly and produce perfect text that never needs revising. When students see for themselves that the teacher, who is proficient in the foreign language, nevertheless takes time to plan thoughtfully, to focus on the message while writing, and to revise not once but numerous times, they begin to develop an understanding that writing is a cognitively demanding process for everyone.

Another suggestion for teaching writing strategies in the foreign language is to capitalize on what students already know about writing in English. We have found that even students who are already involved in process writing in their English classes may never have tried to transfer this approach to writing in the foreign language. A class discussion about approaches to writing in English and how these can be transferred to writing in the foreign language can be quite beneficial. Foreign language teachers may also find it valuable to consult with English teachers about their approach to writing instruction. In this way, writing in a foreign language can be compared and contrasted with students' actual experiences with writing assignments in their native language.

Also provide students with a real audience to which to address their writing. When students write a letter requesting information of real interest to them or when they write stories that will be read by their classmates rather than only by the teacher, they become much more interested in the communication of their message.

In the lesson plans for writing strategy instruction that follow, we suggest specific activities for incorporating these ideas into your foreign language classroom.

## Additional Notes

Lesson plans for additional writing strategies, useful during the planning, composing, and revising stages of writing are provided in a section following the lesson plans for the core strategies. These additional strategies can be taught throughout the year, if desired, or as you identify specific needs in the writing of your students.

Teachers will note that writing strategy instruction is presented in a well-specified way in this manual. They should feel free, however, to adapt the instruction to suit their own teaching style. When teachers teach the material in the way that they are most comfortable, the instruction is more effective and students become more efficient strategy users and language learners.

## How to Begin

Don't be overwhelmed by all the information in this guide. It is not necessary to give all tips and teach all strategies at once, or even teach the entire guide in one year.

**Start with yourself.** Ask yourself what you most want your students to know how to do when they write.

> For example: Do you want them to transfer what they know about writing in the L1 to how they write in the L2? Then hold the preparatory discussion that focuses upon this idea. Do you want them to take a few minutes to plan what they are going to write? Then talk about planning, have students tell you want they know about planning, and teach the strategy lesson on planning. Do you want them to know how to work within what they know, finding alternate ways of saying ideas, instead of translating? Then teach the lesson on substitution.

Identifying what writing skills you most want your students to develop will help you identify what strategies you want to teach and what types of discussions about writing you want to have with your students.

**Start small.** Don't try to teach too much too soon. Choose one strategy (or reading discussion) to concentrate upon. Look for opportunities in class to introduce the strategy or remind students of its existence and how it's used.

> For example: Decide that, this week, you're going to introduce **substitution**. Use materials in this guide. Make a worksheet of your own. Also use materials from the textbook you're using in class. (For example, take a new dialogue and have students try to describe or define a new word without using the word itself.) Let your mind focus on this one strategy and try to make its uses connect to your normal classroom routine.

**Realize that you are learning, too.** The teachers involved in creating these materials and using them in their classrooms reported that, like using a textbook for the first time, they went through a process of acquainting themselves with the strategy instruction and how best to provide it.

In the beginning, the process was slow and highly conscious. The first time they taught the strategies or held the preparatory discussions, they felt awkwardness and uncertainty about how they were doing. They felt they had missed opportunities to illuminate the strategies for the students. Many ideas occurred to them as to how they might provide the strategy instruction the second time. As they familiarized themselves with the strategies, they began to see how better to connect the instruction to their normal class routine and to incidents that arose in their classroom.

In short, allow yourself ample learning time. That's the advantage of starting small, building a piece at a time, introducing a little bit this year, adding some next year.

**But start!** Starting is the hardest part. Decide on one tip to give students this week and do it. Or hold a preparatory discussion. Or pick one strategy and teach it. But start!

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# CHAPTER THREE

# LESSON PLANS FOR WRITING STRATEGY INSTRUCTION

## I. Preparation: Overview of Strategy Instruction

**Purposes:**

- Students learn what strategies are.
- Students learn which strategies they will study.
- Students learn how the writing strategies to be taught were chosen.

**Materials:** none

**Instruction:**

Day 1 (Parts A, B, C, and D)

**Focus of Lesson**

| | | | |
|---|---|---|---|
| Part A | Teacher | Introduce the strategy instruction | 1-2 minutes |
| Part B | Teacher | What is a strategy? | 2 minutes |
| Part C | Teacher | What strategies will be taught? | 3 minutes |
| Part D | Teacher | Where did the strategies come from? | 3 minutes |

Total time: 8-10 min.

Note: If you are a teacher of Russian, you may wish to consult Appendix A for some suggestions about teaching the Russian alphabet to your beginning level students. For the purposes of the strategy instruction in this guide, it is assumed that students have already largely mastered the script and have moved on to work with communicating a message in Russian.

## I. Preparation: Overview of Strategy Instruction

## SUGGESTED PROCEDURES

---

Remarks/Highlights — Time/Materials

---

A. Introduce the strategy instruction
(Teacher)

Suggested time:
1 - 2 minutes

Tell Ss that you are interested in improving their writing in the L2 this year as a class. You are going to talk about writing as a process. You are also going to show them special techniques for solving L2 writing problems. These techniques are called strategies. These strategies will help them as they write in the L2 throughout the school year.

B. What is a writing strategy?
(Teacher)

Suggested time:
2 minutes

Tell students that a writing strategy is something you do when writing that helps you to write more effectively. (More effective writers usually get better grades.) Strategies can be something that you think about or do as you prepare to write, as you write, or after you finish writing.

C. What strategies will be taught?
(Teacher)

Suggested time:
3 minutes

Write on board the names of the three core strategies to be taught:

Thinking in the L2
Substitution
Checking Back

Mention that additional strategies may be taught, time permitting. Also, students may have their own techniques for writing. This is fine, but they need to try the above strategies as well.

Inform the students that they may find they have been doing the strategies subconsciously. That's great. The ultimate goal is that the student will use the strategies automatically.

D. Where did the strategies come from? (Teacher)

Suggested time: 3 minutes

Tell students where the instruction has come from -- other students like themselves were given an L2 writing task and asked to think aloud while writing. It was found that the successful students tended to use certain strategies. These strategies were tested twice in real classes, with the students giving their opinions and suggestions for changes, which have been adopted into the instruction, wherever possible. Therefore, much of what Ss will be learning comes from other students.

Tell students: "Now it is your turn. Your homework assignment is to develop 1 - 3 topics you would like to use for writing assignments during the year."

Also inform them that many topics they will be given have been generated by other students.

## II. Preparation: Writing in L1

**Purposes:**

- Students discuss the process of writing and the strategies they use when they write.
- Students develop **metacognitive awareness** of selves as learners and writers.

**Materials:** Student Worksheet 1
Overhead (Optional)

**Instruction:**

Day 2 (Part A)
Day 3 (Part B)
Day 4 (Parts C & D)

### Focus of Instruction

| | | | |
|---|---|---|---|
| Part A | Small Group & Whole Class Discussion | What is writing like in my own language? | 10 - 15 minutes |
| Part B | Small Group Work | How do I solve my writing problems? | 5 - 10 minutes |
| Part C | Whole Class Discussion | How are writing problems solved? | 5-10 minutes |
| Part D | Summary | Summary of foregoing discussions | 5 minutes |

## II. Preparation: Writing in L1

### SUGGESTED PROCEDURES

---

Remarks/Highlights — Time/Materials

---

A. What's writing like in my own language?
(Small Groups and Whole Class Discussion)

Suggested time:
10 - 15 minutes

Student Worksheet 1

Tell students: Some things you do when writing in your native language are useful for writing in a foreign language. Many of these things we do without thinking, so it is good to bring them to mind. Also, many students don't think to apply what they know about writing in English to writing in a foreign language. Therefore, we will look briefly at writing in our native language.

Have Ss get into groups of 3-4. Hand out Student Worksheet 1. Give Ss 5 minutes to complete the worksheet describing what they do when they write in L1.

Then have the groups share their ideas. Write these on an overhead so you can use it in subsequent discussions. (You can also organize this activity from the beginning as a whole class discussion, with you asking the questions on the worksheet. However, this may limit student participation to your more vocal students. Exhibit 1 presents prompting questions you can use to guide this discussion; Exhibit 2 presents a list of typical student comments about writing in their own language.)

## Student Worksheet 1
## Writing in My Native Language

Instructions: Imagine that your history teacher has given you the task of writing about the causes of the Civil War. Read the following questions, talk in your group, and write down your ideas. Be ready to share your answers with the class. You have 5 minutes.

1. What do you do or think about before beginning to write?

2. What do you do or think about while writing to help you write better or more easily?

3. After you have finished the first draft, what, if anything, do you do with your composition to see if any improvements can be made?

B. How do I solve my writing problems?
(Small group work: 2-3 students)

Suggested time:
5 - 10 minutes

Take out the overhead from Part A. Have Ss identify which of the ideas on the list relate to writing problems. Add any problems they can think of. Write problems on the board or on an overhead transparency.

Have Ss get into small groups (2-3). Have each group list solutions to the problems identified in the above discussion. One student in the group is responsible for recording the list. Students can add to the list, if necessary.

To guide their work, students can ask themselves: When I have "x" problem, what do I do first? And then? What other things can I do to solve the problem or get around it?

Note: Have some groups start at the top of the problems list and work their way down, while other groups start at the bottom and work their way up. That way, the list will probably be covered in its entirety.

**Activity Option Box**

**(1) You can also do this activity as an intact class. Small group work, however, has the advantage of making each student focus more closely upon examining his or her own writing problems and how to solve them.**

**(2) You can assign this as homework. This cuts down on the time devoted in class to writing instruction and discussion, and forces each student to generate his or her own list of writing solutions.**

## Exhibit 1
## Prompting Questions for "What's Writing Like in My Own Language?"

You can use these questions to prompt the class discussion of "What's writing like in my own language?" The questions target writing processes. (See the next exhibit for sample student comments.)

---

- What's the first thing you do when you get this assignment?
- What do you do next? Does everyone agree?
- What else can you do?
- Do you do anything before you begin writing? What?
  (Example: make an outline, take notes, go to library, look in your notebook, check with classmates)
- How do you know when to start writing? How do you know how to start writing?
- How do you go from the idea of what to say, to finding the actual words?
- What do you do after you're finished writing?
- Are there different phases to writing? What are they? What's involved in each phase? How are the phases different?

---

## Exhibit 2

## Sample Student Answers to the Question: "What do I do when I write in my own language?"

### Comments about Process

I think about what I'm going to say.

I try and organize my remarks logically.

I look up words in the dictionary.

I think of what I know about the topic.

I worry about spelling, grammar, punctuation, etc.

If I can't think of the right word, I use another.

I read over what I've written and make corrections.

I just start writing. I don't make a plan.

I try and make the sentences relate to each other.

I write a topic sentence.

I look in books for the information I need.

I use my "Student Guide to Writing Papers" book.

I just hand in what I write, without re-reading.

I ask my friends to read what I've written.

### Comments about Problems

I don't understand the assignment.

I don't care about the topic. It's boring.

I can't think of anything to say.

I can't figure out how to start (or end).

My outline doesn't work after awhile.

While I'm writing, I forget what I wanted to say next.

How can I make this long enough?

I can't concentrate on this.

I don't know enough about this topic to write on it.

Am I making sense?

I never know how to organize what I write.

I can never think of the word I want.

I'm a horrible speller (punctuator).

I can't judge my own writing.

C. How are writing problems solved?
(Whole Class Discussion)

Suggested time:
5 - 10 minutes

Have the groups share their writing solutions. Prompt with: "Group A, what solutions do you have for problem x? Group B, is that what you do also? Are there any other solutions?"

Write Ss ideas and comments on the board or an overhead transparency.

D. Summary: Writing in my native language

Suggested time:
5 minutes

Summarize the foregoing discussions:

- Focus upon the biggest writing concerns and the most useful solutions students have suggested.

- Ask: "Do you think we all write in the same way?" (The answer, hopefully, should be "no.")

- Use examples from students as to how writing processes can be different for different people.

Conclude with: "Tomorrow we're going to talk more about writing, and we're going to write something in the L2."

## III. Preparation: Writing in the L2

**Purposes:**

- Students write in the L2.
- Students analyze how the L2 writing process is similar to and different from writing in their own language.

**Materials:** A writing topic.
Text will be generated by the class

**Instruction:** Day 5 (Parts A-F)

### Focus of Instruction

Summary: The class will help the teacher write a paragraph about a particular topic. Writing will be in the L2.

| | | | |
|---|---|---|---|
| Part A | Teacher | Identify task & responsibilities | 1 minute |
| Part B | Teacher | Select topic for L2 paragraph | 1 minute |
| Part C | Teacher | Model writing in the L2 | 2-3 minutes |
| Part D | Whole Class | Write L2 paragraph | 5 minutes |
| Part E | Whole Class Discussion | Analyze writing in L2 vs. English | 5 minutes |
| Part F | Teacher | Overview of next stage of writing instruction | 1 minute |

Total Time: 15 -20 minutes

## III. Preparation: Writing in the L2

## SUGGESTED PROCEDURES

Remarks/Highlights — Time/Materials

### A. Teacher identifies task and student responsibilities

Suggested time:
1 minute

Remind Ss of the package of writing instruction. This lesson is part of the overall writing training they will receive. Announce task: Class will jointly write paragraph in the L2.

(1) You'll write the first sentence. Then you'll serve as scribe for the class, writing their ideas on the board.

(2) You'll call on students at random, so they need to be thinking of what to add to the paragraph.

### B. Teacher selects topic for L2 paragraph

Suggested time:
1 minute

Say, "What's the first thing we need? A topic. We have to know what we're writing about."

State the topic clearly. Write it at the top of the board (some suggestions for selecting a topic are offered in the Topic Option Box on the next page.)

### C. Teacher models writing in French

Suggested time:
3-5 minutes

Model for students "how to start writing" by thinking aloud as you write the first sentence.

(A think aloud script of how a person might think when starting to write is presented at the end of this lesson plan. The topic for the think aloud is: Describing the classroom.)

## Topic Option Box

(1) You can have a topic pre-selected that emphasizes something you're currently doing in class or want to review. Simply announce the topic and the sentence with which you want to begin the paragraph.

(2) You can have a choice of topics and have the students pick which one they want to write about. This gives them the opportunity to have some "say-so," and also forces them to evaluate and compare what they know about each topic.

(3) You can have students suggest their own topic. This forces you to improvise, however.

(4) You can pick a topic that is relevant to the Ss, such as a recent or upcoming school activity. One teacher stimulated an effective joint writing by making the topic the bomb scare her school had had that morning.

## Aspects to Highlight in Your Think Aloud Modelling

- Say everything you can think of about the topic, letting your mind flow from idea to idea, reacting to some ("Yeah, that's a good one" or "No, too boring") but not all.

- Let the L2 occur to you, both isolated words and phrases (thinking in the L2), and also ponder whether or not you know how to say certain other things.

- Jot down ideas you want to remember (i.e., words in the L2 that might be helpful when writing actually starts).

- Begin quickly, illustrating the value of decisiveness.

## D. Students contribute to the L2 paragraph

Suggested time:
5 minutes

Students pick up the writing process now, continuing with your "plan" or changing it. Call on Ss at random, so that everyone must be thinking of what to put next.

Ask them what they're thinking as they form their sentences. What did they consider saying, couldn't say, gave up saying? Prompts:

- How did you come up with that sentence?
- Did you have problems coming up with that?
  What were they?

**Note to Teacher**

> If it seems like a translation exercise, don't worry. You can use this to set up a discussion of thinking in the L2 (See Part E below). If a student can only state his/her ideas in English, you can prompt the class with, "Can we say that in French? Can we say something like that?"

## E. Writing in the L2 vs. English
(Whole Class Discussion)

Suggested time:
5 minutes

Have students analyze how writing in the L2 differs from the process of writing in L1. What problems are unique to writing in L1? L2? What is similar? How do we solve each type of problem?

If students asked you to translate sentences in English into the L2, you might discuss some of the problems of translation; for example, the translated sentence uses vocabulary or syntax unfamiliar to the student, translating is slower (because you have to stop and translate), and any other problems that the students experience with translating.

### F. Overview of next stage of writing instruction

Suggested time:
1 minute

Tell students: (1) in the next instruction, you're going to show them special techniques or strategies for solving writing problems; and (2) the strategies will help them as they write in the L2 across the year.

## Sample Think Aloud Script Modelling
## "How to Start Writing in the L2"

This script is intended to illustrate what the teacher might say when modelling for students the process of "how to start writing in the L2." This think aloud is intended for use during the Preparation Discussions, prior to actually beginning strategy instruction.

### Sample Script

---

Today you're not just going to talk about writing - You're actually going to write something - and in French!

I'll write the first sentence of the paragraph. But after that, I'll just be the stenographer, you all will be the writers. (Explain the task clearly.)

Okay, let's start. What's the first thing we need? A topic, right? You have to know what you're writing about. The topic you've given me is horrible! Describing the classroom! And I have to write an opening sentence to our paragraph? That's tough. I've got to come up with a way to start. Let's see, what's in here?

Well, I see desks. That's pupitre in French, I know that, and there's the fenetre in front of my pupitre, I like looking outside, I can say something about that, something like all the desks in a classroom should face the window, but that's not really a description, and I don't know how to say "should face" so that's out.

That gives me an idea. Maybe I could take the perspective of what goes on in the classroom after school lets out. Yeah. I could write it from the view of my desk, what the desk feels like when everyone's gone. Or he's remininscing about how the day went. Oh no, then I'd have to get into past tense... well, it would be one way to practice it, I guess.

I could divide it into thirds. The first part could be about how quiet, tranquille, let me write that down so I don't forget, how tranquille it is when no one's here. And I could have that lead into thinking about how the day went. Then the last third could go back to how glad the desks are when they have the room all to themselves. Oh. Maybe it's not tranquille then. Maybe that's when the fun really starts, when the desks have the room to themselves.

Yeah, I like that idea better. So cross out tranquille and put parti. Okay, but I've got to describe the room. How can I do that if I use this idea? Oh, I know. I can have the room start off real quiet, so put tranquille back on the list, and then my desk starts talking to the desk across from it. They can have a conversation describing what they see to each other, since they can't move and look around. And that can be how they get the idea to move around. Maybe it hadn't occurred to them before. Okay, that would work. The first part could be the start of their conversation and a description of what they see. Then the next part could be when they get the idea to move around, so they can look at everything. And they could go back to where they were in the beginning, before class starts the next day.

Okay, I'd better get started. That's a plan that can work. So what to put as the first sentence? I guess I should identify myself. "C'est moi, le pupitre de Jean-Paul."

## IV. Overview of Writing Instruction

**Purposes**:

- Students gain an initial understanding of the writing strategy instruction they will receive across the academic year.
- Students gain an initial understanding of the three phases of writing (planning, composing, and revising).
- Students gain an initial understanding of the principal writing strategy instruction for the first year (Core Strategies).

**Materials**: Strategy Worksheet (shell)

**Instruction**: Day 6

### Focus of Instruction

| | | | |
|---|---|---|---|
| Part A | Teacher | Reminder re: Writing Instruction package for the year | 1 minute |
| Part B | Teacher | Overview of core writing strategies | 2 minutes |
| Part C | Whole Class Discussion | What are the phases of writing? | 5 minutes |
| Part D | Teacher | Summary of foregoing discussions | 2-3 minutes |
| | | Total Time: 10 minutes | |

## IV. Overview of Writing Instruction

### SUGGESTED PROCEDURES

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Remarks/Highlights

Time/Materials

---

A. Teacher reminds students of strategy instruction:

Suggested time:
1 minute

Remind students that you are continuing with writing strategy instruction that began with the discussion of writing in English and continued with the exercise of writing in the L2.

B. Teacher gives overview of writing instruction in core strategies

Suggested time:
2 minutes

Distribute Strategy Worksheet. Focus students on the principal writing strategies to be learned and practiced this year:

Strategy Worksheet

- **thinking in the L2**
- **substitution**
- **checking back**

Warn students not to lose the Strategy Worksheet. They will use it every time they write.

C. What are the phases of writing?
(Whole Class Discussion)

Suggested time:
5 minutes

Point out the rows in the Strategy Worksheet:

- planning
- composing, and
- revising.

Remind students of their discussions of writing - and that writing tends to fall into these phases.

Go through the phases one by one, and ask Ss to tell you what they know about each: What is the main focus of the planning phase, for example? What are some problems you can have in this phase? Elicit the main focus (and special problems) of each writing phase from students and write key ideas on the board.

Ss should have a great deal of prior knowledge to contribute to this discussion, because of their experiences in writing in L1. Also ask them: What special concerns came up in each phase when you are writing in the L2? You may get responses such as:

**Writing Concerns Box**

Planning phase: What's the topic? What do I know about the topic? I can't think of anything to say. I don't know anything about this topic in the L2.

Composing phase: I can't find words for what I want to say. I don't know the L2 word I need. Words, words, words!

Revising phase: Is this right? How do you spell this L2 word? Have I said everything I want to say? Can a reader follow what I've written?

Keep this discussion brief, since Ss claim to know this information from their other classes. This discussion is meant to activate that knowledge. So take advantage of the fact that they have probably had training in writing in their other classes. Remind them to use what they know about writing in the L1 when they write in the L2. You're going to be giving them instruction in strategies that will help them address problems specific to writing in the L2.

D. Teacher summarizes overview of writing instruction

Suggested time:
2 minutes

Tell students:

(1) certain strategies are associated with effectively executing the concerns of each writing phase.

(2) upcoming writing instruction presents the strategies associated with each phase of writing, but this division is artificial. When people

actually write, they jump around between phases. For the purposes of instruction, however, you will address each phase singly and the strategies associated with each.

(3) to bring their Strategy Worksheet tomorrow, that instruction in basic writing strategies will begin.

## Strategy Worksheet
(shell)

Core strategies: Thinking in French, Substitution, Checking back

| Strategies | What I say to myself: |
|---|---|
| Planning | |
| Composing | |
| Revising | |

## V. Initial Core Strategy Instruction:
## Thinking in the L2
## (While Planning)

**Purposes:**

- Students focus upon the planning phase of writing.
- Students learn about and practice **thinking in the L2**.

**Materials:** Strategy Worksheet
Teacher's Planning (to be generated)
Student's Planning (to be generated)

**Instruction:**

Day 7 (Parts A-F)

**Planning Strategy to be Taught**

| Phase of Writing | Strategy | Definition |
|---|---|---|
| Planning | Thinking in the L2* | Making a list of what is already known in the L2, thinking as much as possible in the L2. |

The **Focus of Instruction** box is presented on the next page.

---

*You would make the name of the strategy relevant to the language you are teaching. For example, if you are teaching French, call the strategy "Thinking in French," or "Penser en français."

## Focus of Instruction

| | | | |
|---|---|---|---|
| Part A | Teacher | Orient class to writing instruction | 2 minutes |
| Part B | Teacher | Provide instruction in thinking in the L2 | 5 minutes |
| Part C | Teacher | Model thinking in the L2 | 2-3 minutes |
| Part D | Whole Class Discussion | Analyze thinking in the L2 as a planning strategy | 2 minutes |
| Part E | Whole Class | Practice thinking in the L2 | 5 minutes |
| Part F | Students | Compose an L2 paragraph | 5 minutes |

## V. Initial Core Strategy Instruction: Thinking in the L2

### SUGGESTED PROCEDURES

| Remarks/Highlights | Time/Materials |
|---|---|
| A. Teacher orients class to writing instruction | 2 minutes<br>Strategy Worksheet |

Have students get out the Strategy Worksheet.

Remind students that although you'll be talking about each writing phase separately, this division is artificial. In actuality, people write by moving quickly from one phase to another.

> Point out the two blank columns on the Worksheet. Students are to write down the name of each core strategy and the questions or statements that goes with using the strategy.

Tell students today you're going to talk about a strategy useful during the first phase of writing: planning.

> Planning is the phase of writing where you think about what you can say about the writing topic.

Tell students that the core planning strategy you want them to learn and use is **thinking in the L2**.

See Exhibit 3 for what you'll write on the board or an overhead transparency about thinking in the L2 and what students will copy onto their Strategy Worksheet.

## Exhibit 3
## Strategy Worksheet:
## Planning Strategies and Corresponding Thoughts to Self

The "planning" row is what you will write on the board (or overhead) when you are presenting the initial instruction in Planning Strategies. The students should note this information on their Strategy Worksheets under the planning row.

| | Strategies | What I say to myself: |
|---|---|---|
| Planning | Thinking in French | Let me use what I already know in French. Penser en français! |

### B. Teacher provides initial instruction in **thinking in the L2**

Suggested time:
5 minutes

Say, "The first step in writing is planning. Planning starts with having a topic."

Tell students that you're going to teach them the planning strategy of **thinking in the L2**, because writing in a foreign language can be difficult because they are just learning the language. Good L2 writers take time before they start writing to think of what they can say about their topic in the foreign language. This helps them to stay within their means, instead of trying to translate impossible sentences!

(The lesson plan and examples given below have been made specific to a French classroom. You would change the name of the language to refer to the one you are teaching.)

Define thinking in French. Write **thinking in French** on the board. Tell students that to use thinking in French, they say two things to themselves:

**Let me use what I already know in French. Penser en français!**

Write these statements under the column "What I say to myself" (see Exhibit 3). Students should be noting this information down on their worksheets.

Tell Ss: "This is similar to outlining, which you may have learned in your other classes, but the emphasis of the planning is on thinking in the target language. Don't translate. Think in French as much as you can and jot down the words and phrases that occur to you."

Give rationales for **thinking in French**.

### Reasons to Plan by Thinking in French

- Memory works in such a way that the more you try to think in French, the more French will occur to you. One French phrase or chunk is attached to another like an interwoven tapestry.

- Good writers take time to develop a draft plan of what they can say and want to say in French about the topic.

- The next phase of writing, the composing stage, is very difficult. Having a list of French words and phrases that you can use when you start to write will make the composing process a lot simpler.

- Thinking in English and translating to French is a bad language learning habit. When students do this, they end up with plans that are too elaborate for their level of French knowledge. This results in inefficiency, frustration, and unacceptable language.

- Thinking and planning in French means working within what you know. A minimum of dictionary use and translation is the result. Staying within your French means is also an efficient approach to writing.

- Thinking and planning in French, however hard at first, gets easier with practice.

C. Teacher models **thinking in French**

Suggested time:
2-3 minutes

Announce your chosen topic. Model aloud how you might **think in French** when planning what to write, given this topic. (A think aloud script for how a person might think when planning is presented at the end of this lesson plan. The topic of the sample think aloud is: Describing one's self to a penpal.)

### Aspects to Highlight in Your Planning Think Aloud

- Say everything you can think of about the topic, letting your mind flow from idea to idea easily.

- Let French occur to you, both isolated words and phrases. Ponder whether or not you know how to say certain other things in French.

- React to some of your ideas ("Yeah, that's a good one" or "No, too boring!") but not to all of them. Thinking in French also implies a certain non-judgmental attitude towards the ideas being generated.

- Jot down ideas you want to remember (i.e., French words that might be helpful when writing actually starts).

- Begin quickly, illustrating the value of decisiveness.

Suggestion: Use as much French as your students will understand so this doesn't seem like a translation exercise. Penser en français!

D. Summarize thinking in French as a planning strategy

Suggested time:
2 minutes

Summarize the main points of your think aloud:

- I tried to think in French as much as possible.

- I did not try to think in complete sentences. I generated words and phrases that came readily to mind.

- I used what I already know, because that's what I can write about. I can't write a story using what I don't know.

E. Students practice thinking in French

Suggested time:
5 minutes

Students should practice **thinking in French** immediately following your instruction. Give them a new topic (difficult from the one you used to model the strategy) and have them work as a class, without resorting to translation. Penser en français! See Exhibit 4 for important suggestions on how to organize this first practice session class activity. Exhibit 5 presents a Topic Option Box and some ideas you might consider when selecting the first topic for student writing.)

Ss should label all papers used to jot their thinking in French: **Planning**.

The bottom of Exhibit 5 presents some notes on student evaluation of thinking in the L2. Don't be surprised if Ss complain about this strategy - or about planning before writing. Be ready to emphasize the usefulness of what you are teaching them!

F. Ss compose an L2 paragraph

Suggested Time:
5 minutes

Composing should immediately follow planning through thinking in French. The reason is that you need to capitalize on warmed-up brains! To delay composing will return Ss to thinking exclusively in English.

Give students 5 minutes to write a paragraph from the list, adding to or subtracting from it as they wish. Remind them to keep thinking in French as much as possible.

**Exhibit 4**

## Suggestions for Developing Student Use of Thinking in L2 When Writing

Students often complain about generating ideas in English that they can't possibly translate, making writing in the L2 a frustrating experience, but also claim that they can't think in the L2. You can help them practice thinking in the L2 when they plan for writing by making the activity more fun. Here are some suggestions.

1. **First exposure: Class-generated list.** The first time you have Ss practice the strategy of thinking in the L2 when writing, work on a project as a class. Give students the topic. You start the list of ideas, words, and phrases that apply to this topic. Write these on the board. Then have students generate as much as they can think of--but not in English! Tell them you won't accept any English; you are not a translator. They must work within what they know in the target language.

   Have students copy the class-generated list onto their own paper. After sufficient ideas, words and phrases have been generated, immediately give students 5 minutes to work individually on composing a small paragraph. Don't give it as a homework assignment. Their minds are now warmed up to working in the L2; to delay composing will return them to thinking and composing through English.

2. **Initial Practice Sessions: Small group or pair work.** Because thinking in the L2 is difficult for beginners, initial practice sessions should be done in small groups or in pairs. This way, students are stimulated by each other's ideas--and they claim to enjoy the process more. Remind them, though: No English. Think in the L2. Don't translate.

   Immediately following this joint work, have student take their lists and work individually to compose a paragraph on the assigned topic.

3 **Individual practice.** Eventually, students should generate an L2 list on their own. Because working alone is more difficult, you may want to assign the topic, give them several minutes to generate a list, and the next day return to the list and do additional generating about each idea they've listed. Teachers have found that this two-step process of idea generation results in more ideas, words, and phrases listed.

**Frequently remind students that thinking in the L2 is difficult at first and gets easier. The more L2 they think of, the more will tend to occur.**

## Exhibit 5

### A. Topic Option Box

Appendix B presents a list of possible writing topics. You can pick from any one of them, or make up one of your own. Here are some other options you might consider when starting writing instruction.

Pick a long-range topic. For the student's first exposure to thinking in the L2, pick a topic that can used throughout the entire first writing sequence. Have students practice planning using this topic; then student practice of the subsequent writing phases of composing and revising can be structured around the same topic.

Use a picture. If you feel your students would be more inspired by a picture, then give them a picture around which to plan.

Let Ss pick their topic. You can offer SS a choice of several writing topics and let them decide which they prefer. This should maximize student interest and involvement in the task.

### B. Notes on Student Evaluation of Thinking in French

Listed below are some observations on points that students may bring up about thinking in French.

Don't be discouraged if you get negative feedback from students. It is not unusual for students to resist planning. Generally, they want to start writing immediately and bypass this important phase of writing.

If they tell you that they think planning is a waste of time and they don't need to do it, reiterate some of the rationales for taking this time.

If students say that they don't know enough to think in the L2, reassure them that their ability to do this will improve as they learn more of the target language and practice **thinking in the L2** when planning.

Emphasize that you'll be giving them time across the semester (and year) to practice using strategies when writing in the L2. Reassure students that they need to give the strategies time to sink in. It's like driving a car - practice leads to skill. Tell them you feel confident that if they practice the strategies, their L2 writing (and in English) will improve as a result!

Suggestions for structuring this first practice in composing:

- Have students work individually. Each is then responsible for the paragraph.
- Keep the time short, so that students have to get to work quickly, rather than daydreaming.
- Students can complete their compositions as homework.

## Sample Think Aloud Script Modelling
## Planning: "Description of Self"

This script is intended to illustrate what a teacher might say when modelling for students the process of *planning* their "description of self." This think aloud would be used during the instruction in Core Strategies: Planning **(thinking in the L2)**.

Note: Much of this script is in English. However, the teacher will want to do as much in the L2 as possible. The reason it is in English is to make it as accessible as possible to teachers of other foreign languages.

### Sample Script

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For me, planning starts with the *topic*. I have to have a topic before I can plan anything. So let's have a topic. I'm going to give myself one: I got a letter from my French pen pal today, and he wants to know what I'm like. Well, I love this. I love talking about myself. But what can I say? How can I possibly write this? What *am* I like? That's a huge topic. Maybe I should narrow it down a bit - but how? I guess I have to consider what Pierre might want to know about me, since we only know each other through these letters.

Well, what's to know? There's how old I am, what I look like. Let me write that over here, so I don't forget. (Write down in a corner of the chalkboard "age" and "appearance.") What else? What I like and don't like. That's what he put in his letter. (Jot this down too.) Maybe what I want to do over vacation, or I could get really elaborate and tell him what I want to do with my life. (Sigh) If I only knew myself!

Okay, I need to get moving on this, or I'll be mailing it in time for Christmas. Okay, I guess Pierre's just going to get a plain old description of little old me. So let me see, what do I know how to say in French about my age and appearance and what I like and don't like?

(Jot the French down as you say it.) Okay, age, oh lying is so boring, okay, I know how to say this, I know it's vingt-neuf ans, so then appearance. Well, I've got yeux bleus... and red hair, I know that we learned this and I should remember, because I have red hair, let me think, where have we ever said that? The class where we would have learned this... would probably have been the same one as the eye thing, and long and short and tall and skinny, you know, describing people, why can't I remember how I learned red hair? Oh well, I don't think I can remember, so forget it, I'll think of it later or say something else.

Okay, what I like and don't like. Oh that's easy, we got drilled to death on that. That's j'aime and je n'aime pas, yeah, okay, so j'aime conduire ma petite voiture rouge... And I remember from in the book, there was a sentence, "J'aime lire des romans policiers mais je n'aime pas cuisiner", so I can use something like that, since it fits me.

(Diverge in your thinking aloud into memories that are clearly unrelated. Let one of your "likes" lead you off into a daydream. After a few sentences, say:) Oh, oops, I went way off on that one. I'll never get this thing written if I start daydreaming. Okay, where was I? (Look back to the last French you noted down.)

(At this point, you might stop modelling the planning strategy of **thinking in French** and have students analyze your think aloud.)

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## VI. Initial Core Strategy Instruction: Substitution (While Composing)

**Purposes:**

- Students review strategy of **thinking in the L2**.
- Students discuss and analyze the composing phase of writing.
- Students learn about how to get around what they don't know or can't remember how to say in the L2 (**substitution**).
- Students practice **substitution** while composing in the L2.

| **Materials:** | Strategy Worksheet | Teacher's Planning |
|---|---|---|
| | Substitution Worksheet | Student's Planning |

**Instruction:** Day 8 (Parts A-E)
Day 9 (Part F-H)

**Composing Strategy to be Taught:**

| Phase of Writing | Strategy | Definition |
|---|---|---|
| Composing | **Substitution** | Finding another L2 word, phrase or idea to use when the desired one isn't known or can't be recalled. |

## Focus of Instruction: Day 8

| | | | |
|---|---|---|---|
| Part A | Teacher | Orient class to writing instruction | 2 minutes |
| Part B | Teacher | Provide instruction in substitution | 5 minutes |
| Part C | Teacher | Model composing & the use of substitution | 3-4 minutes |
| Part D | Students | Practice substitution with worksheet | 5 minutes |
| Part E | Whole Class | Analyze Substitutions | 5 minutes |

## Focus of Instruction: Days 9 and 10

| | | | |
|---|---|---|---|
| Part F | Whole Class | Prepare for composing by reviewing thinking in the L2 | 5-10 minutes |
| Part G | Students | Practice substitution while composing | 5-10 minutes |
| Part H | Teacher | Assign homework | 1 minute |
| Part I | Whole Class Discussion | Evaluate use of substitution | 5 minutes |

## VI. Initial Core Strategy Instruction: Substitution

Suggested Procedures

Remarks/Highlights | Time/Materials

A. Teacher orients class to writing instruction

2 minutes
Strategy Worksheet

Have students get out the Strategy Worksheet.

Review **thinking in the L2** when planning. Prompts:

- What should students say to themselves when using this strategy?
- What are some reasons to use this strategy?

Tell students that today you're going to talk about the second phase of writing: composing.

> Composing is the phase of writing where you try to find words to communicate the message you want to say.

Tell students that the core composing strategy you want them to learn to use is **substitution.** Substitution will help them deal with the problems they encounter when trying to compose in the L2.

See Exhibit 6 for what you'll write about substitution and what students will copy onto their Strategy Worksheets.

B. Teacher provides initial instruction in substitution

Suggested time:
5 minutes

Remind students that one of the biggest problems writers have when composing is finding words for what they want to say. This is particularly difficult when working in a foreign language.

When students are composing and they run into trouble finding L2 words to express their ideas, the chief solution you want them to pursue is: **substitution,** or finding another way to say what they want to say.

## Exhibit 6
## Strategy Worksheet:
## Composing Strategies and Corresponding Thoughts to Self

Students already have received instruction in (and have noted down) the information under "Planning." The information under "Composing" is what you will write on the board (or overhead) when you are presented initial instruction on Composing Strategies: Substitution. The students should note this information on their Strategy Worksheets.

| | Strategies | What I say to myself: |
|---|---|---|
| Planning | Thinking in French | Let me use what I already know in French. Penser en français! |
| Composing | Substitution | Can I think of another way to say this? |

Define substitution. Write substitution on the board. Tell students that to use substitution to get around composing problems, they should ask themselves a specific question:

**Can I think of another way to say this?**

Write this question under the column "What I say to myself" (see Exhibit 6). Students should be noting this information on their worksheets.

Give students a rationale for using **substitution** when they run into problems composing.

**Reasons to Use Substitution**

- not getting bogged down in L2 problems but moving forward instead
- efficiency in writing
- flexibility in thought
- not relying on translating or dictionaries but upon what is already known
- "A dictionary in your head is worth two in your hands."

### C. Teacher models composing and the use of substitution

Suggested time:
3-4 minutes

Using the notes from your Planning think-aloud, model the process of writing your plan into a paragraph.

(A think aloud script of how a person might think when using substitution to get around composing problems is presented at the end of this lesson plan. This think aloud continues the topic begun during the teacher planning think aloud: Description of self to a penpal.)

## Aspects to Highlight in Your Composing Think Aloud:

- When you're using **substitution**, point to "Can I think of another way to say this?"

- Use many different types of substitutions, to show there's a range possible. (See "Types of Substitutions" below.)

- You don't necessarily have to stick to your plan. You can revise, if need be. In fact, it's more realistic to make changes or have new ideas occur as you write.

- Include instances of wondering about grammar, spelling, etc. Circle these places to attend to later. Focus upon your ideas, not upon getting the mechanics perfect.

- Continue to use **thinking in the L2** as much as possible.

## Types of Substitutions

**Substitution** can be made in many ways. For example, you can:

- use a synonym, when you can't think of the word you want

- describe what the unknown thing is, or what it does (e.g., "machine that washes clothes")

- use a word that's more general (i.e., animal instead of rabbit)

- use an opposite (i.e., not nice instead of mean)

- change your plan a little, if you can (i.e., say kitchen instead of basement)

- change your plan totally, and make a new plan.

## D. Students practice substitution

Suggested time:
5 minutes

Tell students that before they actually start composing text for the plan they developed, they will practice using **substitution** on a worksheet, since this is a crucial composing strategy.

Distribute the **Substitution Worksheet.** (See Exhibit 7 as an example of one form this worksheet might take. Appendix C presents similar worksheets in Spanish and Russian.)

Substitution Worksheet

See the **Activity Option Box** for options as to how to organize this practice activity.

**Activity Option Box**

(1) You can have students work individually, in pairs, or in small groups to complete the worksheet. The advantage of pair or group work is that many minds working together can generate many different substitutions, exposing students to a range of thinking they might not have come up with on their own.

(2) You can have students work in pairs or small groups to complete "Substitution 1" of the worksheet. Then give students the assignment of filling in "Substitution 2" on their own, as homework.

## E. Students analyze their substitutions
(Whole Class Discussion)

Suggested time:
5 minutes

Go over the substitutions that the groups, pairs, or individuals generated.

Have students analyze what types of substitutions they generated (i.e., synonyms, a more general word). Which type of substitution was the easiest/hardest for them to come up with?

## Exhibit 7
## Substitution Worksheet

**Substitution** is a very useful strategy when you're writing in French. You're substituting when you find another way of saying something that you don't remember of know how to say in French. Here are some ways you can substitute:

- use a synonym
- describe what the unknown thing is, or what it does (i.e., machine that washes clothes)
- use a more general word (i.e., animal instead of rabbit)
- use the opposite (i.e., not nice instead of mean)
- change your plan a little, if you can (i.e., say kitchen instead of basement)
- change the idea totally, and make a new plan.

The purpose of this exercise is for you to practice the strategy of substitution. Think flexibly. Find alternate ways of saying the following words or phrases.

| | | Substitution 1 | Substitution 2 |
|---|---|---|---|
| 1. | l'arbre | ______ | ______ |
| 2. | la terre | ______ | ______ |
| 3. | sympathique | ______ | ______ |
| 4. | étudier | ______ | ______ |
| 5. | le grand-père | ______ | ______ |
| 6. | cela suffit | ______ | ______ |
| 7. | le marché aux fleurs | ______ | ______ |
| 8. | Va-t'en! | ______ | ______ |
| 9. | près du bureau | ______ | ______ |
| 10. | Je sais jouer au football. | ______ | ______ |
| 11. | Il a beaucoup d'argent. | ______ | ______ |
| 12. | Anne est la plus jolie jeune fille de la classe. | ______ | ______ |
| 13. | Il fait beau temps. | ______ | ______ |
| 14. | Il répondra bientôt. | ______ | ______ |

### F. Prepare for composing by reviewing thinking in the L2

Suggested time:
5-10 minutes

The next day, point out that the substitution students practiced via the Substitution Worksheet wasn't during actual composing. Now it's time for them to try using substitution while writing. But first they must review thinking in the L2 and generate a list of ideas on a new writing topic.

Give Ss a writing topic. Have students generate a list of ideas as a class focusing upon the strategy of thinking in the L2. As the brainstorming of ideas in the L2 is taking place, have Ss copy the generated list of ideas onto their own paper.

### G. Students practice substitution while composing

Suggested time:
5-10 minutes

Students now work with the list of generated L2 ideas to compose several sentences. Uncertainties of spelling or grammar should be circled to check later. The important point of composing is ideas. Emphasize that when they have problems thinking of French words or phrases, they shouldn't panic or give up. They should try to think of other ways of expressing the same idea. Remind them to think flexibly and substitute!

Also tell Ss to keep **thinking in the L2** as much as possible while they are composing. Doing so will help to cut down on the number of substitutions they have to make, because they are working within what they know how to say.

### H. Teacher gives homework assignment

Suggested time:
1 minute

Students are to finish their compositions for homework. The pages they generate in this phase of writing should be labelled at the top: **Composing.**

Tell students:

- not to worry about making their compositions perfect.
- to focus upon composing, or getting their ideas down on paper in a first draft form.
- to circle or check areas of uncertainty. These can be checked and corrected later during the revising phase.
- to keep trying to think in the L2 as much as possible.
- to navigate around L2 composing problems by substituting whenever possible.

Assure them that they'll get better at using the strategy with practice and more experience in the L2.

## ADDITIONAL SUBSTITUTIONAL PRACTICE

Substitution should become a habit, rather than a one-time exercise. To accomplish this, we suggest you make a rule that you will not translate words for students. Instead, when students need a word, tell them: "Can you think of another way to say that in the L2? Substitute!"

If students do not seem to grasp completely the idea of substituting, you may wish to give additional exercises. One way to give an exercise is to take dialogues or stories from the student text, underline words or phrases to be substituted, and have the students come up with substitutions for the underlined words or phrases. Examples for first year or first semester students are shown below:

Example 1. Instructions: Substitute a word or phrase for each underlined phrase below.

Pierre: Bon jour, Marie. Comment-vas tu?

Marie: Bien, merci. Et toi?

Pierre: Bien, merci.

Example 2. Instructions: Substitute a word or phrase for each underlined word or phrase below.

J'aime aller aux musées. Demain, je vais aller à Paris. Je vais voir Le Louvre.

## Sample Think Aloud Script Modelling How to Use "Substitution"

This script is intended to illustrate what the teacher might say when modelling for students the composing strategy of "Substitution."

### Sample Script

---

(Take out your jotted down notes from your planning the day before and show it to the class.) Now, let me look at this plan I made. Okay, I'm going to tell Pierre how old I am, what I look like, all the things I like to do and what I can't stand, and, um, maybe something about what the future looks like.

Well, j'ai vingt-neuf ans, but that's a lousy way to start this description of myself. I can never think of anything clever. Okay, I'm gonna talk about how I hate saying how old I am. Je n'aime pas donner mon age, is it vrai or veritable? To say "true age".... Well, I can't really remember, but I don't want to stop and look it up, so I'll go with veritable for now, cos it's a neat word, and I'll fix it later. (Put a mark next to the word, or circle it.) Je n'aime pas donner mon age veritable, parce que j'ai... how do I say habit? Habitude? That doesn't sound right in this context... so how can I say something similar to give the same idea?

Okay, I can say the reason why I don't like to tell my real age instead of talking about my habit of lying about my age! So I have to cross out "j'ai" and write a different ending for the sentence. Je, I'm thinking I can't say "je n'aime pas" twice in the same sentence, for heaven's sake... so I'm trying to think in French and I can sort of hear someone talking about something they hate and saying they have a horror of it... so I can finish this sentence by writing "parce que j'ai horreur de..." Wait, I was planning to give the reason why I don't like to tell my real age... oh wait, I can do it, I can make it fit. Fine - to finish the sentence, I'll write: "horreur de penser que je suis - oh shoot, I can't remember how to say "I'm getting old", but I can get around that and substitute this instead. "Because I'm not as young as... something."

If I'm going to put "I'm not", then I have to insert a negative, so it's: je ne suis plus si jeune...as I would like to be? Help, I need some fancy grammar here- well, let's give it a try and I can always fix it later. So I'll write, "...aussi jeune que je voudrais l'etre."

So my sentence reads: Je n'aime pas donner mon age veritable parce que j'ai horreur de penser que je ne suis plus aussi jeune que je voudrais l'etre. Hmm. Pretty long, but never mind, it'll do.

## VII. Initial Core Strategy Instruction: Checking Back (While Revising)

**Purposes:**

- Students review strategy of **substitution**.
- Students discuss and analyze the revising phase of writing.
- Students learn how to look for and correct grammatical errors in their L2 compositions (**checking back**).
- Ss receive a "tip" on using **resourcing**.
- Students practice **checking back** while revising their L2 compositions.

**Materials:**
Strategy Worksheet
Revising Checklist
Teacher composition written to date
Student compositions written to date

**Instruction:**
Day 10 (Parts A-F)
Day 11 (Part G)

### Revising Strategy to be Taught

| Phase of Writing | Strategy | Definition |
|---|---|---|
| Revising | **Checking back** | Checking back and correcting a written composition for grammatical, spelling, and other errors. |

## Focus of Instruction

| | | | |
|---|---|---|---|
| Part A | Teacher | Orient class to writing instruction | 2 minutes |
| Part B | Teacher | Provide instruction in checking back | 5 minutes |
| Part C | Teacher | Offer TIP on how to use resourcing | 2 minutes |
| Part D | Teacher | Model checking back, supported by resourcing | 3 minutes |
| Part E | Students | Practice checking back, supported by resourcing | 10 minutes |
| Part F | Teacher | Assign homework | 1 minute |

//

## VII. Initial Core Strategy Instruction: Checking Back

## SUGGESTED PROCEDURES

Remarks/Highlights — Time/Materials

A. Teacher orients class to writing instruction

Suggested time:
2 minutes

Have Ss get out the Strategy Worksheet and their compositions.

Strategy Wksheet

Review **thinking in the L2** (to plan and while composing) and **substitution** (when composing). Prompts:

- What should Ss say to themselves when using these strategies?
- What are some reasons to think in French?
- What are some reasons to substitute?
- What are some types of substitutions?

Tell Ss that today you're going to talk about the third phase of writing: revising.

> Revising is the phase of writing when you look over and correct your work for errors.

Tell Ss that the main revising strategy to be addressed in the first quarter is **checking back**.

See Exhibit 8 for what you'll write about this strategy and what students will copy onto their Strategy Worksheet.

## Exhibit 8
## Strategy Worksheet:
## A Strategy for Revising and Corresponding Thoughts to Self

The "revising" row is what you will write on the board (or overhead) when you are presenting the initial instruction in Revising Strategies. The students should note this information on their Strategy Worksheets. (They've already filled in the Planning and Composing rows.)

| | Strategies | What I say to myself: |
|---|---|---|
| Planning | Thinking in French | Let me use what I already know in French. Penser en français! |
| Composing | Substitution | Can I think of another way to say this? |
| Revising | Checking back | Have I checked back and corrected all the questions I marked while writing?<br>Let me check again, using my Revising Checklist. |

B. Teacher provides initial instruction in **checking back**

Suggested time: 5 minutes

Refer Ss to their compositions. Do they intend to hand in what they've written just as it is?

Remind Ss that when you were composing, you didn't take time to perfect grammar, spelling, etc. You circled or marked text to be checked later. Now's the time to go back and correct the areas you marked!

Define checking back. Write checking back on the board. Tell Ss that when they're checking back, they ask themselves:

**Have I checked back and corrected all the questions I marked while writing?**

Write this question under the column "What I say to myself" (see Exhibit 8). Students should be noting this information on their worksheets.

Give students a rationale for **checking back** over their work.

**Reasons to Use Checking Back**

- Just because they've postponed making corrections doesn't mean they don't have to do it.
- The focus during composing was on getting ideas on the page. The focus of the revising phase is correcting errors, so that in the final paper, the ideas are expressed clearly and correctly.
- Accuracy is important not only in terms of getting decent grades, but also in being understood by native L2 speakers.

Tell students that after they've checked and corrected all the spots they marked while writing, they should re-read the entire composition and see what errors they might have missed. It's also useful to set the composition aside for a day or longer and return to it with a fresh eye.

Thus, another statement that students can make to themselves when they're **checking back** is:

**Let me check again, using my Revising Checklist.**

Write this statement under "What I say to myself." Ss should note it on their worksheets.

**Revising Checklist**

Distribute the Revising Checklist (see Exhibit 9). Its purpose is to help Ss systematically check their work for typical L2 writing errors.

Go over the checklist with Ss. "Let's make a list of the errors this checklist reminds you to look for" (i.e., S-V-C, conjugation, adjective agreement, accents, spelling, etc.).

You may wish to give the following tip to your students concerning checking back and using the Revising Checklist.

Check point by point through the checklist. For example, look through the entire composition for subject and verb agreement. Then look through the entire composition for spelling errors. Professional editors have found that they catch more errors going point by point rather than sentence by sentence.

C. Teacher offers TIP on resourcing

2 minutes

The question will arise as to how students are to correct their L2 when they were uncertain in the first place. To make accurate decisions about grammar, etc., students can use the strategy of **resourcing.**

Offer this part of the lesson as a tip - quickly mention it, discuss its pitfalls, and move on.

Define resourcing. Write resourcing on the board under **checking back**. Under the column "What I say to myself", write:

> What does my book, dictionary, or prior work have to say?

Explain to Ss that **resourcing** is a last resort strategy. One reason is that it is a slow strategy: It takes time to look up things in a dictionary or text book. It is not meant to be used during composing, as a tool for translating. Students have reported that using a dicitionary to translate while composing is worthless, because they forget what they looked up shortly after having looked it up.

Mention that resourcing, therefore, is a mixed blessing strategy best used sparingly. Make it very clear that Ss should use resourcing during revising only!

### D. Teacher models checking back, supported by resourcing

Suggested time:
3 minutes

Model the revising process. (A script of a think aloud modelling use of checking back and resourcing is presented at the end of this lesson plan.)

Go through your composition, first checking the trouble places you marked while writing. Verify what the correct forms should be by quickly looking in the student textbook or in a dictionary, and make these corrections.

Then go through your composition again, using the **Revising Checklist**. Point to the statement "Let me check again."

## Exhibit 9
## Revising Checklist

Use this checklist to **revise** your writing.

1. Does the sentence have a subject, a verb, and complements?
   (S + V + C)
2. Do the S and V agree?
3. If the sentence is negative, is the negation correctly placed?
4. If the sentence is a question, is the interrogative form correct?
5. Do the C's sound right and seem to be in correct order?
   (...particularly adverbs and adverbial expressions)
6. Is the gender of each noun correct?
7. Do all the adjectives agree with the nouns they describe, and are they placed correctly?
8. Does each noun have a determiner, and only one determiner?
   (...unless it's a modifier, as in "voiture de sport")
9. Accents?
10. Spelling?

---

**If you're not sure of a grammar, spelling, or other L2 point, use resources such as your textbook, dictionary, or homework papers to ensure accuracy. But remember - use resourcing sparingly and efficiently!**

### Aspects to Highlight in Your Revising Think Aloud

Be very systematic. Move from trouble spot to trouble spot efficiently, maintaining a strong focus upon getting the task done quickly and accurately.

Model resourcing as a strategy to be used sparingly. Because it requires using books or prior work, resources that are not always available.

Model resourcing in the most efficient manner possible. Identify clearly what you are looking for in the book (i.e., where the accent goes on a word). Swiftly find that word in the book and make the correction in your composition. Then move on in your checking back immediately.

You can offset the modelling of efficient resourcing by showing a student meandering through the book, looking on every page for the needed information rather than using the index or thinking about what lesson the information appeared in.

Model using the **Revising Checklist** efficiently as well. Be systematic. Look through your composition for S-V-C errors. Then look for the next checklist item, and so on.

Find one or two errors of different sorts (i.e., gender and conjugation) and correct them.

F. Students practice **checking back** and **resourcing**

Suggested time:
10 minutes

Initial practice in checking back should be done with the aid of other students. Ss are to keep track of any changes they make (in other words, don't erase with a pencil).

Have Ss get out the composition they have written to date. Give them 5 minutes to check back and correct any trouble spots they marked while composing. Suggest they use their textbook, dictionary or homework sparingly to verify their uncertainties (resourcing). Remind them to be efficient if they are going to resource, and observe them to make sure they are.

Then, to use the Revising Checklist, have students exchange papers. Put on the board two points from the checklist. The students check each other's papers for errors on these points. Then write 2 more items from the ckecklist on the board and have Ss check their partner's work with those items in mind.

As a final step, have Ss return the papers to their partner. Each student is now responsible for producing a final composition, neatly written. (See Part E below.)

### E. Teacher gives homework assignment

Suggested time:
1 minute

Students should finish revising their compositions at home, using the **checking back** statements to guide the process and using **resourcing** sparingly and efficiently.

The sheet that received the revising should be labelled at the top: **Revising**. They should copy this over neatly and label it at the top: **Final**.

They are to hand in their first completed writing assignment the next day. This should represent their best effort.

## Sample Think Aloud Script Modelling Revising:
## How to Use Checking back
## (with support from Resourcing)

This script is intended to illustrate what a teacher might say when modelling for students the process of revising what they've written. Two strategies are modelled: checking back and correcting areas of uncertainty marked during composing, and **the support strategy of resourcing**, or using one's book, dictionary, or prior work to verify accuracy in the L2.

### Sample Script

---

Well, here I am, at the revising stage of my writing. I'm afraid this is going to be the hardest. How can I see my mistakes, and how can I find answers to some of these problems I marked?

Let me try to be systematic about it. Some questions are clear to me, because I've marked them while writing, so I'll begin there. Here in the physical description I left a question about the color of my hair -- and it's important to me! But I can't list all the colors my hair isn't -- too many! -- so maybe I'll look it up (I'll need to know it anyway). Let's see... R-e-a... R-e-c... Here, red. Oh, what a lot of entries! Couleur, no, "in billiards", no, "in politics", no. There are entries in bold type: red-blooded, red-faced, here it is, red-head. "N" - that stands for noun. Roux! No, that's "m" for masculine, so next is rousse, "f" for feminine. So it's a noun, I'd better remember to use a determiner. "Je suis une rousse."

There is still that sticky one about my real age. I know that vrai and veritable mean "true." Why am I doubtful about using either? How would it sound if I just say, "je n'aime pas donner mon age parce que j'ai horreur de penser...." At least it is simple and to the point.

Now I'll go back over the whole thing and look at grammar. First, does each subject have a verb, and does each verb agree with its subject? Look, there I wrote: Vous demark! Any negative sentences? Here's one, and look! I forgot the "pas"! Well, that's a simple correction. No questions, so I don't have to think about that. Let me check my adverbs and adverbial expressions -- oh, you don't say, "Je ne toujours etudie pas bien"!

Next, nouns. Let me check the gender. Maybe I'll have to look it up, and make sure each noun has a logical determiner. Do I say: "J'envoie un photo or le photo? Here, the dictionary says it's feminine.

This adjective doesn't agree with the noun. Since "photo" is feminine, I'll have to change "beau" to "belle" and it goes in front, for goodness sake! I must have been tired. And the determiner must be changed too. "J'envoie une belle photo" -- I'm not sure why "une" sounds better than "la."

I'll go through one more time to check spelling and accents - the teacher says that a wrong accent is a misspelling!

I'm sure now that each sentence expresses a complete idea, and it is as correct as I know how to make it. My sentences aren't very complicated, but when I tried to do more, it seemed too odd. I wonder -- will I stick with this long enough to learn to say something interesting?

---

## VIII. PRACTICE

### Guidelines for Practice in the First Semester

After you have completed one full cycle of writing and taught the core strategies explicitly to Ss, we recommend that practice sessions be provided to Ss on a regular basis, say, once a week. This need not take much time away from regular instruction.

1. In the first semester, keep the phases of writing divided into planning, composing and revising. As a class, brainstorm a list of ideas in the L2 on a given topic. Let a student be the class leader, serving as scribe for other Ss contributions and stressing to Ss to think in the L2 when planning, prompting them with "Penser in français" or "Can we say that in the L2? Let's work within what we know." This need only take 5 minutes of class time.

2. The next day take 5 more minutes as a class to add more ideas to the list. Teachers have found that this 2-step process results in more ideas and L2 generated and that Ss who previously had thought they couldn't say anything in the L2 on the topic actually found they could say quite a bit.

3. Immediately following the planning through the L2, have Ss work individually to write a paragraph in the L2. Remind them every time to try as much as possible to think in the L2 and to substitute when they encounter difficulties. This can be done in the 5 minutes at the end of the period. Assign the rest as homework.

4. The next day, or the day after, give as homework to begin revising, checking back over the areas of uncertainties they marked, using their textbooks and dictionaries sparingly to verify.

5. The next day, give Ss 5-10 minutes to exchange papers and use the Revising Checklist. Homework can be re-writing a final paper neatly, incorporating all changes.

After Ss have had several group practices to plan as a class, structure the planning in a thinking in the L2 as small group or pair work. Again, you can make this a two-step process. Always follow the last planning with immediate composing so that Ss don't fall back into thinking in English. Stress thinking in the L2 as a planning and a composing strategy, with substituting a valuable tool during the composing strategy. Remind Ss not to use resourcing during this strategy, but only during revising.

# CHAPTER FOUR

# ADDITIONAL WRITING STRATEGIES

The strategies presented in this chapter can be mentioned to students as writing tips or taught as explicitly as the core writing strategies. The strategies are presented in sections as to the phase of writing they are intended to address: planning strategies, composing strategies, and revising strategies.

Many of these strategies are already known to students through their writing instruction in other courses. They may merely need to be reminded of the strategies, which address such writing concerns as organization and flow.

**Additional Planning Strategies:**

**Questioning for Clarification (About the Task)**

**Questioning for Clarification (About the Reader)**

**Organizing**

**Adopting a Clever Perspective**

## Additional Planning Strategy: Questioning for Clarification (Task)

---

|  |  |
|---|---|
| **Strategy:** | Questioning for Clarification (about the task) |
| **Phase of Writing:** | Planning |
| **Core Planning Strategy to be Reviewed:** | Thinking in the L2 |
| **Related Tips:** | Questioning for Clarification (about the reader) |
| **Materials:** | Questioning Worksheet 1 |
| **Time:** | 10-15 minutes |

---

1. Review the concerns of the planning phase and the core strategy of thinking in the L2.

2. Introduce **questioning for clarification (task)** as a planning strategy. Write on the board (and have students copy on Strategy Worksheets):

> Questioning for Clarification
> (About the Task)
>
> Do I understand what my topic is?
>
> Do I need more information?

3. Tell students that before they begin writing they need to check to make sure they understand what they are supposed to be doing. The process of doing this is called **questioning for clarification (task).**

4. Give rationales for **questioning for clarification (task).**

   - If you write about the wrong topic, you will either receive a lower grade or have to re-write your composition.

   - Knowing specifically what to do helps you focus. A strong focus makes you more efficient and you can get the job done more quickly.

5. Give Ss an opportunity to practice questioning about a writing task. Distribute **Questioning Worksheet 1.** Have Ss work individually to complete the worksheet. Then discuss Ss answers (questions, actually!) as a class.

Note: Questioning Worksheets 2 and 3 are part of the next strategy tip: Questioning for Clarification (about the Reader).

## PRACTICE

When you give Ss a writing assignment, always ask them if they have any questions they'd like to ask to help them clarify the task (you probably do this already).

If your students are intermediate or advanced in their L2 study, you can teach them to ask these questions using the L2.

## Questioning Worksheet 1:
## Questioning for Clarification (Task)

Directions: For each writing assignment below, write a question to clarify what the topic is.

Example: Write about what you did yesterday.

Possible answer: Can I take one aspect of what I did and write about just that?

1. Write a description of this picture.

2. Tell about yourself.

3. Write an article for a newspaper.

4. Write a story about yourself as you will be 10 years from now.

## Additional Planning Strategy:
## Questioning for Clarification (About the Reader)

---

| | |
|---|---|
| **Strategy:** | Questioning for Clarification (about the reader) |
| **Phase of Writing:** | Planning |
| **Related Tips:** | Questioning for Clarification (about the task) |
| **Materials:** | Questioning Worksheet 2:<br>Questioning (about the reader) |
| **Time:** | 10-15 minutes |

---

1. Introduce **questioning for clarification (about the reader)** as another planning strategy. Write on the board (and have students copy on Strategy Worksheets):

> Questioning for Clarification
> (About the Reader)
>
> Who is the reader?
>
> What does the reader want or need to know?

2. Tell students that before they begin writing they need to check to make sure they understand *who the reader is*.

3. Give rationales for questioning for clarification (about the reader).

   - If you do not think about who your reader is, you may write assuming things the reader does not know. The result may be a reader who does not understand what you wrote.

- You may choose different tones for different readers. For example: Would you use the familiar or formal voice if your reader was your teacher? Your best friend?

4. Distribute **Questioning Worksheet 2**. Have Ss complete this worksheet, which gives them a topic and asks them to identify the reader and what he or she might want to know.

5. Have Ss share their ideas about the worksheet.

6. If you want students to practice integrating the two questioning tips, so that they question about the task *and* the reader, have them also complete **Questioning Worksheet 3** and discuss the results as a class.

## PRACTICE

Make sure that whenever you assign students a new writing topic, you give them an opportunity to ask you questions about both the task and the reader.

Vary the types of assignments you give so that the reader (or audience) is different. This can be simple variations for beginning level students, such as a letter to a best friend versus a description of self to a stranger. These different readers will force students to consider the tone of their writing (e.g., formal versus informal register).

## Questioning Worksheet 2
## Questioning for Clarification (Reader)

Directions: Identify the reader in each of the examples of writing below.

| | |
|---|---|
| Example: | Ad for a used car. |
| Possible answer: | Someone who wants to buy a used car. |

1. Love letter.

2. Instructions for Monopoly game.

3. Scientific report.

4. Letter of application to a college or university.

What might the reader want or need to know in each of the above cases?

Example (above): price, how many miles, condition, is the seller an honest person?

1.

2.

3.

4.

## Questioning Worksheet 3
## Questioning for Clarification (Task and Reader)

The school newspaper for a neighboring school (not your own) asks you to write an editorial for the next issue. The topic of the editorial is: Your classmates' opinion of education.

What questions would you ask the editor of the paper before writing? Make sure you ask questions about both the *task* and the anticipated *readers* of this editorial.

## Additional Planning Strategy: Organizing

---

| | |
|---|---|
| **Strategy:** | Organizing |
| **Phase of writing:** | Planning |
| **Core Planning Strategy to be Reviewed:** | Thinking in the L2 |
| **Related Tips:** | Adopting a Clever Perspective (during planning)<br>Elaborating between parts (during composing)<br>Evaluating Organization (during revision phase of writing) |
| **Time:** | 5-10 minutes |

---

1. Review the concerns of the planning phase of writing (e.g., generating ideas on the topic) and the core strategy of **thinking in the L2**.

2. Introduce **organizing** as another planning strategy. Write on board (and have Ss copy on Strategy Worksheets):

| | |
|---|---|
| Organizing | What organization (or order) should I use for my ideas? |

3. Tell the Ss that, after thinking in the L2 and generating a list of ideas and phrases for their composition, they need to consider how best to put their ideas in order. Putting ideas in order is called **organizing**.

4. Ask Ss what they know about organizing.

   Prompts: When you write in L1 (or L2), how much thought do you give to the organization of your ideas? How do you decide how to do this? Do different types of writing (letter, report, menu, recipe, description) have different kinds of orders?

5. Give rationales for using **organizing**:

   - What you write is intended to be read. You help the reader to make sense of your ideas by organizing them logically.

   - Organizing your plan often shows gaps in the plan. Once you find the gaps, you can generate more ideas to fill in these gaps. Remember to think in the L2 as much as possible when doing this.

   - Some ideas developed during planning will not be needed. An organized plan often reveals what's unnecessary or doesn't add to the main idea or story you are developing. These can be set aside before you turn them into sentences.

6. Summarize organizing:

   - Connect ideas logically.

   - Omit ideas that don't fit in with the plan.

   - Abandon an organization that doesn't work. Try another way of organizing.

   - Add new ideas when necessary to fill in gaps.

7. Have Ss practice **organizing** using worksheet (see attached worksheet in French; Appendix C presents the same worksheet in Spanish). Have Ss discuss their **organizing**.

8. Have Ss practice **organizing** while planning their compositions, finishing as homework.

9. Discuss with Ss their own use of **organizing** and summarize the strategy briefly for them.

## PRACTICE

Remind Ss when they are involved in the planning phase of writing (and in the revising phase, too) to consider how effective the organization of their ideas is. This is a skill they probably know from their other classes and should transfer to the writing they do in the L2.

## Notes to Teacher
## Concerning Correcting Worksheet in Class

Students should discover that there is no "one" way to either group or order the ideas. Relating ideas or ordering ideas depends on what the organizer has in mind. As long as a reasonable rationale can be given, an organizational scheme should be accepted.

Be especially encouraging of students who come up with unique insights as to how ideas can be related and ordered. This shows students are creatively thinking, a key component of good writing.

## Student Worksheet
## Organizing

1. Examine the following list of words generated during planning. Draw lines between related ideas.

   l'école sécondaire
   je suis haut(e)
   j'aime le football
   cheveux blonds
   les mathématiques
   le tennis
   l'histoire

2. Order the ideas according to how they could be used in a composition.

## Additional Planning Strategy: Adopting a Clever Perspective

---

| | |
|---|---|
| **Strategy:** | Adopting a Clever Perspective (Creative Elaboration) |
| **Phase of writing:** | Planning |
| **Time:** | 5 minutes |

---

Tell students:

> Make your writing job easier by adopting a clever perspective or developing a storyline. Use your imagination! Have fun!

For example, you are assigned to write a composition about a picture. Rather than struggle with describing aspects of the picture you do not know how to say, pick one character or aspect of the picture and develop a story line about it (or him or her). That way, you can say what you can, not try to say what you do not know how to say in the L2.

(Of course, if your instructions are to describe everything in the picture, then this idea will not work.)

### PRACTICE

Have students practice this by assigning a difficult picture and asking them to pick an aspect or character to develop a story around.

Tell them: *Use your imagination!*

**Additional Composing Strategies:**

**Monitoring**

**Elaboration (Transition Words)**

## Additional Composing Strategy: Monitoring

| | |
|---|---|
| **Strategy:** | Monitoring |
| **Phase of Writing:** | Composing |
| **Core Composing Strategy to be Reviewed:** | Substitution |
| **Related Tips:** | Elaboration (between parts)<br>Evaluating (ideas and organization) |
| **Time:** | 10-15 minutes |

1. Review the concerns of the composing phase of writing (e.g., finding words for the message to be communicated) and the core composing strategy of substitution.

2. Introduce **monitoring** as another composing strategy. Write on board:

**Monitoring**

Am I sticking to my topic?

Am I repeating myself too much?

3. Give reasons to monitor writing. For example, **monitoring** helps you...

   - stay focused on your ideas

   - avoid the "snowball effect." That is, sometimes one off-the-topic idea early in the composition makes everything after it off the topic, too. By not catching a disjointed idea as you write, you are forced to rewrite a large part of your composition.

- avoid the boring effect of using the same word over and over. A composition can be made much more interesting if the writer uses a variety of words.

4. Have Ss practice **monitoring** with any or all of the **Monitoring Worksheets** presented at the end of this lesson plan. (See Appendix C for similar worksheets in Spanish.)

5. Have Ss practice **monitoring** while writing their compositions, finishing as homework.

6. Discuss with Ss their own use of **monitoring** and summarize the strategy briefly for them. If you feel they need more practice in monitoring, two additional monitoring worksheets are provided. The first helps students practice the art of picking the correct word to communicate an intended idea. The second helps students who resist the idea of moving words or phrases to improve clarity.

## Notes to the Teacher
## Concerning Correcting Worksheets in Class

### Monitoring Worksheets: Sticking to the Topic

Worksheet 1 is monitoring at a very basic level (filling in appropriate words). Worksheets 2 and 3 have Ss working at the sentence level. Have Ss explain choices for word(s) or sentence(s) that best completes the idea. You may wish to have Ss explain why other words or sentences are inappropriate (Possible answers: they contradict a previous idea, or they talk about a different topic.)

### Monitoring Worksheet: Being Too Repetitive

Have Ss indicate choices for groups of sentences which were too repetitious. If time allows, you might have Ss suggest ways to write the same ideas without being overly repetitious. Students could work in pairs or small groups to rewrite the overly repetitious sentences.

## Monitoring Worksheet 1
## Sticking to the Topic

Directions: Complete each space below with choice A, B, or C that best completes the sentence.

1. ___________ de Paris a beaucoup de gens.

   A. Le village
   B. La grande ville
   C. La maison

2. Mon petit frère est en train de _______ la télésion.

   A. voir
   B. observer
   C. regarder

3. Elle fait toujours ces devoirs avant de jouer avec ses amies. Elle est très __.

   A. responsable
   B. intelligente
   C. independente

4. J'ai un problème avec une dent. Alors, je vais consulter _________.

   A. le dentiste
   B. le médecin
   C. l'hôpital

5. Notre avion va _________ à Paris en cinq minutes.

   A. arriver
   B. aller
   C. venir

6. Mon ami Jacques ne comprend pas le devoir. Alors, je vais lui ______.

   A. étudier
   B. aider
   C. comprendre

## Monitoring Worksheet 2:
## Sticking to the Topic

Below are some exercises to help you practice **monitoring** your ideas. In each numbered exercise, there are two sentences which begin an idea. You must pick the sentence from the list that follows (A, B, or C) that best continues the idea. Ask yourself: "Am I sticking to the topic? Does my choice of A, B, or C continue to get across the idea begun above?"

1. Il fait mauvais temps. Il pleut.

   A. Il y a beaucoup de soleil.
   B. Il fait froid.
   C. Le président des Etats-Unis habite la maison blanche.

2. J'aime lire. Cet après-midi je vais aller à la bibliothèque.

   A. Je vais manger du pain.
   B. Je vais me laver les mains.
   C. Je vais chercher un bon livre.

3. Hier, je suis allé à l'école. J'ai pris mon livre d'histoire et mon livre de français.

   A. Ma mère travail dans un supermarché.
   B. Je ne suis pas allé à l'école.
   C. Cependent, j'ai oublié mon argent.

4. Tu ne peux pas aller dans l'océan. C'est très dangereux.
   A. Tu ne sais pas nager.
   B. L'eau n'est pas froid.
   C. Le plage n'est pas loin d'ici.

5. Je connais très bien M. François parce qu'il est conducteur de mon bus. Il se lève très tôt le matin.

   A. Je prends toujours le train.
   B. Il commence son travail à cinq heures du matin.
   C. Aujourd'hui c'est son premier jour de travail.

## Monitoring Worksheet 3:
## Sticking to the Topic

Directions: Each group below contains 3 sentences. In some groups, the sentences relate well to each other and continue to develop the topic. In other groups the sentences do not relate well to each other, because the sentences do not all relate to the same topic. Circle the numbers of the sentences that do not relate well to each other. (Hint: Read all the sentences. Then separate into two groups--those that stick to the topic and those that do not.)

1. Jacques aime faire du ski. Sa femme n'aime pas le froid. Ils sont allés à la plage pour les vacances.

2. Vous avez assez d'argent. Vous pouvez l'acheter. Ça ne va pas vous rendre contente.

3. Marie veut aller à l'opéra. Son ami Charles aime aussi l'opéra. Alors, ils y vont ce soir.

4. Ils ont visité le parc. Ils ont mangé dans un restaurant. Ils sont allés voir un film.

5. Dans la chambre il y a un lit. A côté du lit, il y a un bureau. Dans le bureau vous allez trouver la lettre que vous cherchez.

## Monitoring Worksheet 4:
## Being Too Repetitive

Pierre wrote the sentences below to describe himself. Sometimes Pierre is too repetitive. Circle each number where Pierre is being too repetitive.

1. J'aime le football. J'aime le tennis. J'aime le base-ball.

2. J'étudie l'histoire. J'étudie l'anglais. J'étudie les mathématiques.

3. Mon père est professeur. Il enseigne à l'université. Mon père aime son travail.

4. Je vais à l'école. Je prends le bus. J'arrive à huit heures.

5. Je suis content. Mon père est content. Ma mère est contente.

6. J'habite à Paris dans un appartement. Notre appartement n'est pas loin de la tour Eiffel. Et il n'est pas loin de la Seine.

Now work with a partner. Suggest a way to fix the sentences that are too repetitious.

## Additional Composing Strategy:
## Elaboration (Transition Words)

| | |
|---|---|
| **Strategy:** | Elaboration (between parts) |
| **Phase of writing:** | Composing |
| **Materials:** | Elaboration Worksheets 1 and 2: Transition Words<br>Elaboration Worksheet 3: Do the Sentences Relate Well to Each Other? |
| **Related Tips:** | Monitoring (sticking to the topic) |
| **Time:** | 10-15 minutes |

1. Introduce **elaboration** as another composing strategy. Write on board:

**Elaboration**

Do the sentences relate well to each other?

2. Give reasons to use elaboration while composing. For example, elaboration helps...

   - the reader understand better by having the sentences relate to and flow well from each other. (In other words, sentence two continues the thought expressed in sentence one, and so on.)
   - add clarity and cohesion to your writing.

3. Begin by asking Ss how we achieve flow in L1 writing. How do we make the sentences link together? For one, we try to stick to the topic we are developing (see tip on monitoring).

4. We also achieve flow by using transition words. Ask Ss: What are some transition words we use in English? (Therefore, Next, Suddenly, But, etc.)

5. Tell Ss that language students frequently complain about how choppy their L2 writing sounds, and how much better it would flow, if they knew some L2 linking words.

6. Present some useful L2 transition words (such as what's listed on the next page) and then have students complete **Elaboration Worksheets 1** and **2**.

## PRACTICE

Encourage students to use transition words when they write in the L2. This should help them confront the dissatisfied feeling that their L2 writing is so much choppier than what they can write in English.

## A List of Transition Words

Transition words help you relate your sentences to each other. Below is a list of some useful transition words.

### Time

après
avant
prochainement
d'abord, deuxiemement, finalment
plus tard

### Reason

parce que
alors
Aussi...

### Contrast

mais
cependent

### Condition

si ... alors
porvu que

### Lists

et
...aussi

### Spatial Relationships

(most prepositions)
à côté de
au dessus de
en bas de
gauche
droite

## Elaboration Worksheet 1:
## Transition Words

Directions: Each number below contains a sentence, followed by a blank. Following the blank, in parentheses, is the idea of the next sentence. You are to write a word or phrase in the blank that connects the sentence already written with the idea of the next sentence (in parentheses).

1. D'abord, il faut mettre l'eau dans une tasse. ______
(On attend cinq minutes.)

2. Marie, peut-être, sait nager. ________
(Elle ne peut pas nager une grande distance.)

3. Mon chien aime bien manger les chats. _______
(Nos voisins ne sont pas contents.)

4. Suivez la route jusqu'au feu rouge. _______
(Vous trouverez le restaurant.)

5. Claude n'aime pas les légumes. _______
(Je n'aime pas les légumes.)

6. Vous devez étudier. ______
(Vous n'étudiez pas, vous n'apprenez pas.)

## Elaboration Worksheet 2:
## Transition Words

Directions: In each blank space below, write a word or expression that helps complete the idea.

Paul aime faire du ski. _________ il n'a pas de voiture, il prend souvent le train. _________ il fait beau, on peut voir les montagnes. _________, s'il neige, on peut rien voir.

Paul aime faire du ski, _________ ça coûte cher. _________ il ne part pas souvent.

## Additional Revising Strategies:

**Evaluating (Ideas)**

**Evaluating (Organization)**

## Additional Revising Strategy:
## Evaluating

---

| | |
|---|---|
| **Strategy:** | Evaluating |
| **Phase of Writing:** | Revising |
| **Core Revising Strategy to be Reviewed:** | Checking back (with support from Resourcing) |
| **Related Tips:** | Organizing (during planning)<br>Elaborating between parts (during composing) |
| **Time:** | 10-15 minutes |

---

1. Review the concerns of the revising phase (e.g., checking grammar and spelling) and the core revising strategy of checking back (with support of resourcing).

2. What other concerns might be addressed in the revising phase? Is only grammar and spelling important to check? Some other points that need to be checked are: how well ideas have been expressed and how well they have been organized.

3. Introduce **evaluating** as another revising strategy. Write on board:

> **Evaluating**
>
> Look at your *ideas* and your *organization*.

4. Talk with your students about how they evaluate how well they've expressed their ideas. Are their points clear? What has been left (e.g., examples, other points, a transition word or phrase)? List student comments on the board under the head "Evaluating Ideas."

5. Then talk to your students about how they evaluate how well they've organized their ideas. Do the sentences relate well to one another (e.g., flow logically)? Should any ideas be moved around? Is there an introduction and conclusion, where appropriate for the type of writing being done?

6. Summarize evaluating by listing key questions Ss can ask themselves to aid the evaluation process. These questions can be:

| | |
|---|---|
| Evaluating Ideas | Have I made my point(s) clear? |
| | What have I left out? (e.g., examples, other points) |
| Evaluating Organization | Do the sentence flow well from one another? |
| | Should I move any ideas around? |
| | Is there an introduction and conclusion? |

7. Give reasons to evaluate how well ideas have been expressed and organized:

   - **Organizing** and **monitoring** got your ideas into good shape. **Evaluating** sees if any improvements can be made.

- Good writing is about flow and clarity, not just about correct spelling and conjugation.

8. Have Ss practice **evaluating** with any or all of the Evaluating Worksheets (attached). Then have Ss discuss their **evaluating**. (See Appendix C for similar worksheets in Spanish.)

9. Have Ss practice **evaluating** while revising their compositions, finishing as homework.

10. Discuss with Ss their own use of **evaluating** and summarize the strategy briefly for them.

### Selected Notes to the Teacher Concerning Correcting the Worksheets in Class

Evaluating Worksheet: The Expression of Ideas

Have Ss indicate parts that were not clear. (Possible answers: Put in what thing? What kind of egg--raw or hard boiled egg, egg with or without the shell? Is the frying pan hot? Do I do anything while waiting? Is it always 5 minutes or is that an estimate?

Have Ss indicate what parts were left out. (Possible answers: oil in the pan, crack the egg, turn the stove top on.)

Evaluating Worksheet: The Organization of Ideas

Have Ss explain choices for ordering sentences. Answers may vary. Illustrate that writing involves personal expression. (Possible answers: transition words gave clues, one idea had to precede another, two sentences talk about the same idea.)

## Evaluating Worksheet 1
## Evaluating the Expression of Ideas

Here are some instructions for making a fried egg. First read the instructions below. (Note to the student: Cooking instructions usually use the infinitive of the verb.)

Evaluate how clear the instructions are by asking yourself: Are the points clear? What has been left out?

> Mettre un oeuf dans la chose. Attendre cinq minutes. Voilà.

My evaluation of these instructions is:

## Evaluating Worksheet 2
## Evaluating the Expression of Ideas

Directions: Each number below begins an idea. Following each number are two ways to complete the idea. Pick the clearest way of completing the idea.

1. Jean travaille dans un bureau.

   A. Elle l'aide dans son travail.
   B. Sa secretaire l'aide dans son travail.

2. Jacques a parlé avec un ami de son père.

   A. Il est très riche.
   B. L'ami de son père est très riche.

3. Marie n'a pas d'argent.

   A. Elle va acheter une voiture.
   B. Mais elle voudrait acheter une voiture.

4. Pour faire un gateau, il faut avoir des

   A. choses.
   B. oeufs.

5. Le président a

   A. dit «non.»
   B. fait une réponse orale qui n'était pas affirmative.

## Evaluating Worksheet 3:
## Evaluating the Expression of Ideas

Directions: Below is a composition. Read the composition for meaning. Mark each spot where the composition is not clear.

Il est né à Paris en 1840. Rodin est un sculpteur bien connu. Il a étudié à l'école des Arts Décoratifs. Puis, il a travaillé avec un sculpteur. Les travaux de Michel-Ange ont inspiré Rodin.

Plus tard, il est devenu célèbre comme sculpteur. Presque tout le monde connait "Le Penseur," qu'on peut voir au musée de Rodin en Philadelphia.

## Evaluating Worksheet 4
## Evaluating the Organization of Ideas

Here is the paragraph Pierre wrote on the theme "Talk about yourself." Evaluate Pierre's organization of ideas. Re-write his composition in the order you think makes the sentences flow better.

> Je m'appelle Pierre. Aujourd'hui je vais au centre Pompidou avec mon amie Anne. Nous allons voir une exposition d'art moderne. Pendant le weekend, j'aime jouer au football. J'aimme aussie visiter les musées, mais je n'aime pas marcher. J'étudie l'histoire, les mathématiques, la science, et le français. Je suis étudiant dans un lycée. J'habite à Paris.

Now evaluate Pierre's *ideas*. Are his points understandable?

____ Yes    ____ No

(If "no," circle any confusing ideas.)

Where would you add this sentence to make his ideas clearer?

> "Alors, je prends souvent le metro."

# CHAPTER FIVE.

# AN INTEGRATED STRATEGY APPROACH TO LANGUAGE TEACHING

This chapter presents two lesson plans that take students through all four language skills and require them to use a strategic approach to language learning. Because the lesson plans are built around materials typically found in language textbooks (dialogues, narratives, and cultural points), they should assist teachers in integrating strategy practice into the materials they are currently using.

Initial learning strategy instruction should be quite explicit, as described in the lesson plans and tips given in each resource guide. In integrating strategy practice into all aspects of the foreign language curriculum, teachers should periodically remind students of the names of the strategies they are using for a language activity, or ask students to identify the strategies used.

This chapter reflects our belief that, although there are four guides, each addressing a different language skill, the best way to teach learning strategies to students is to integrate strategy instruction into all four skill areas.

These lesson plans were designed and written by: Marilyn Barrueta, Department Chair of Foreign Languages at Yorktown High School, Arlington Public Schools, Virginia.

## Lesson Plan 1:
## Integrated Strategy Instruction

| | |
|---|---|
| **Purpose:** | To provide students with activities that require them to use a variety of strategies across all four skill areas<br>To provide the teacher with a "blueprint" for integrating strategy practice into materials typically found in language textbooks |
| **Strategies:** | Directed attention, selective attention, Inferencing, Self-monitoring (problem identification), Transfer, Questioning, Self-evaluation (verification), Note-taking, Elaboration, Cooperation |
| **Time:** | Several days of study, incorporating listening, reading, writing, and speaking activities |

There are two types of basic material in most language textbooks: dialogue situations or narratives. Detailed below are procedures you can use that require students to manipulate these basic textbooks materials in strategic ways.

| Procedure | Strategy |
|---|---|
| A. Initial contact: Listening only<br>(Day 1) | |
| Play tape once through without reference to printed text. Tell Ss in advance to see if they can get the main idea/plot, or a general understanding of what the tape is about. If material is a dialogue, ask them to try to determine:<br>- the relationship between the speakers<br>- relative age of the speakers<br>- where the dialogue is taking place | Directed Attention<br>Setting a goal for listening<br>Selective Attention |

| | |
|---|---|
| Replay the tape in manageable sections; ask Ss to listen for any of the following:<br>- words and phrases they recognize<br>- the number of times they hear "x" word or structure<br>- one word/phrase answer to questions asked in advance. | Selective Attention |
| They can indicate this by: raising their hand, jotting down, or silently counting what they recognize. | Note-taking |
| Stop the tape and ask students to predict what will happen or be said next. | Predicting (Inferencing) |
| Elicit this type of information from Ss and write it on the board or overhead. | |
| Based upon the above, have Ss generate ideas and expectations as to what is happening. | Inferencing and Summarization |
| Now focus on words/phrases that Ss don't understand. Ask them, if possible, to articulate these words/phrases. | Self-monitoring (problem identification) |
| Select several Ss to write what they didn't understand on the board. Based upon the context of what they do understand and the various transcriptions, have the class try to come up with meanings of the unknown words/phrases. | Inferencing |

B. Provide non-glossed copy of material: Listening and Reading
(Day 2)

| | |
|---|---|
| Listen to and read material; possibly discuss what caused any listening problems. | Review<br>Self-evaluation |
| Have Ss read the material; have them indicate new words or structures and, once again, guess possible meaning based upon context (without reference to what was identified under "Initial Contact" above). | Inferencing |

| | |
|---|---|
| Have classmates comment on whether these are reasonable guesses and why. | Evaluation |
| C. Provide glossed copy of material (Day 3) | |
| Refer to text copy with glosses to ascertain accuracy of inferences; where wrong, determine whether or not the inaccurate inference hindered comprehension. | Self-evaluation (verification) |
| D. Relate aural to written form: Listening/Reading/Writing (Day 4) | |
| Dictate all or parts of selection (dictation may be a "spot-dictation," with Ss given the printed text missing words/phrases likely to be misunderstood). Identify any problems in sound-symbol correspondence and stressing context. Did Ss write "va a ser" (or "va ser") instead of "va a hacer"? | Note-taking<br>Self-evaluation |
| Give Ss the printed text without punctuation, which they must add. | |
| E. Work with selection: Listening/ Speaking (Day 5 to concluding days of lesson) | |
| Question/answer practice, pointing out any new syntax which will come up in the lesson, as well as any previously studied material used in a new context. | Elaboration<br>Transfer |
| Gradually lead to summarization of material, either orally or in writing. Suggestions: | Summarization<br>Elaboration/Transfer<br>Cooperation |

- If material is a dialogue, ask Ss to recreate a parallel situation in a different setting (i.e., a demanding husband becomes a bully in the school cafeteria or an older brother lording it over a younger sibling).

- If a dialogue, retape tape, cutting out one speaker. Call upon Ss to respond in pause created.

- Where basic material has abbreviated syntax (ads, recipes), have Ss "flesh out" material into full sentences or paragraphs.

## Lesson Plan 2:
## Integrated Strategy Instruction

| | |
|---|---|
| **Purpose:** | To provide Ss with activities that require them to use a variety of strategies across all four skill areas<br>To provide the teacher with a "blueprint" for integrating strategy practice into textbook materials that present "cultural points" |
| **Strategies:** | Directed Attention; Selective Attention; Inferencing; Self-monitoring (problem identification); Transfer; Questioning; Transfer; Self-evaluation (verification); Note-taking; Elaboration; Cooperation |
| **Time:** | Several days of study, incorporating listening, reading, writing, and speaking activities |

Many language textbooks have special sections or small boxed presentations about the L2 culture. Here is a lesson plan for dealing with these types of materials in ways that require students to take a strategic approach.

The lesson plan is based upon a specific cultural point found in Spanish for Mastery 1, published by D.C. Heath and Company. However, the types of activities suggested can be transferred to most cultural presentations found in language textbooks. The cultural point around which this lesson plan is framed is presented on the next page.

| Procedure | Strategy |
|---|---|
| A. Initial Contact | |
| If material is on tape, follow steps A and B under Lesson Plan 1 in this chapter. | See strategies listed in Lesson Plan 1. |

## Nota Cultural: Posesiones

(Spanish for Mastery 1, page 424, published by D.C. Heath)

Un joven hispánico generalmente no es dueño de muchas cosas. Raras veces tiene tantas cosas como un joven norteamericano. El joven hispánico tiene menos ropa. Tal vez tiene un radio. Pero, ¿un tocadiscos? ... ¡Sólo si es de familia rica!

La mayoría de las personas trabajan mucho y ganan poco. Ganan bastante menos que una persona con un trabajo similar en los Estados Unidos. Así es que una familia hispánica no siempre puede comprarle a un joven muchas cosas. Y cosas como un tocadiscos, una bicicleta o una cámara son verdaderamente artículos de lujo para muchos jóvenes hispánicos.

dueño = owner
Raras veces = rarely
tantas = as many
Así es que = that is why
verdaderamente = really
lujo = luxury

Questions (given in the teacher's annotated edition):

¿Es más o menos rico el joven hispánico que el joven norteamericano?
¿Tiene más o menos cosas?
¿Trabaja mucho la gente en los países hispánicos?
¿Gana mucho?
¿Tiene bicicleta y cámara todos los jóvenes hispánicos?
¿Por qué no?

### B. Work with the written text

| | |
|---|---|
| Once written material has been introduced: | |
| - Have Ss read selection silently.<br>- Have Ss read selection aloud. | |
| - Teacher dictates from selection. | Note-taking |
| - Question and answer, for oral practice and for comprehension (Note: Questions given in teacher's edition are limited and lead to overgeneralization.) | |

### C. Analyze the main theme

| | |
|---|---|
| Ask Ss: "What is the central thought or theme of this selection?" (Ss probably think lack of possessions.) Also ask: Does everyone agree with this premise? | Summarizing<br>Self-monitoring |
| Draw Ss' attention to the line beginning "Una familia hispánica..." This gives the key point, which is that money control is not in the hands of Hispanic youth. Ask Ss: Why do American teenagers have so much? (Many have jobs, which is not generally acceptable in Hispanic countries for middle/upper-class youth. Ask Ss: Why not? Hold a short discussion of values. | Inferencing<br>Selective Attention |

### D. Work with selection linguistically

| | |
|---|---|
| Ask Ss to make selected substitutions of words of the same category (can be antonyms or synonyms or not). For example: | Substitution |
| - Un joven norteamericano ...<br>- Un joven hispánico nunca es... | |
| Are the resulting statements true or not? | Monitoring |

Have Ss restate/rewrite the selection in the first person, making changes appropriate to their situation; these may be very limited, according to the ability or creativity of the student. Note that the cultural focus would be reversed.

Elaboration

- "Yo (no) soy dueño(a) de muchas cosas..."

At some point in this section you may wish to discuss the syntax of "La mayoría de las personas trabajan..." What is the subject which determines the verb? Is "trabajan" correct or not?

E. Combine linguistic with cultural information

Ask Ss to demonstrate in dialogue form that they have understood the cultural point involved by preparing the following dialogue situations:

Elaboration
Cooperation
Transfer

- An American teenager wants a new stereo. Family says can't afford. What is he/she likely to propose (getting a job) and what types of arguments or discussions are likely?

- An Hispanic teenager wants a new stereo. Family says can't afford. What would the discussion be like if he/she proposed working for the money?

- An American teenager is on an overseas exchange program in a Latin country. The host teenager wants a camera like his America guest's, but tells his guest that his family can't buy one. What would the American likely propose, and how would the Latin reply?

F. Culminating written activities

| | |
|---|---|
| Have different students contribute one sentence each to a class composition summarizing what they have learned. | Cooperation<br>Summarizing |
| Have individual students write a final paragraph comparing and contrasting the cultural information learned. | Elaboration<br>Summarizing |

# Appendix A

# Some Suggestions for Teaching the Russian Alphabet

# Writing In Russian
## The Alphabet

Before the teacher begins the writing strategy instruction, the students first need to learn the Cyrillic alphabet. Learning the alphabet includes not only learning to write the script, but also learning to read and to pronounce the letters. These three initial skills are usually not taught separately in the L2 classroom in the beginning. So, for instance, as the students are learning the new letters, they may practice reading and pronouncing them at the same time or reading the letters and then copying them.

Although learning to write in Russian includes learning a new alphabet, the instruction in this manual assumes that students have largely mastered the script. This assumption is made because it is hard to isolate learning to write the letters from learning to read or to pronounce them. Secondly, the strategies described in this manual focus on the process of more structured writing. In other words, the students are trying to communicate a message to an identified audience. Learning the script is the stage prior to being able to communicate a message.

A few suggestions on teaching the alphabet are included, however, since this a necessary stage to being able to write. These suggestions come from teachers who have used them successfully many times.

The first couple of suggestions center around English/Russian cognates. Since the alphabet consists of individual letters, learning the alphabet means learning the separate letters. However, teachers can make the alphabet more meaningful by presenting the letters in words. Cognates, such as профессор, мама, телефон, лампа, etc., can be very useful in the beginning.

The next suggestion is to create a story in English and to include a number of cognates. The story, for example, could be about an American student taking a trip to the Soviet Union. Here are some examples of cognates that could be included: студент, университет, Америка, Нью Йорк, аэропорт, стюардесса, etc. Write the cognates on flash cards and then as you are telling the story and come across a cognate, hold up the flash card. Have students repeat the cognates orally. After the students are familiar with the cognates, have them practice writing out the words.

Another way to introduce the alphabet is through picture association. Introduce a new letter of the alphabet with a picture of something that begins with that letter. This is especially helpful for those Russian letters which do not look like any English letters. For example, Б stands for Банан and show a picture of a banana. Again begin by using cognates.

For those students who like to learn cognitively, teach the alphabet by organizing the letters into groups. In the first group the letters are the same as in English, in the second group the letters look different than the English counterparts, in the third group the Russian letters have no English counterparts, and finally the vowels are in the fourth group.

These suggestions are by no means exhaustive and can be used in combination with each other. Once students have a basic understanding of the Russian alphabet, they are ready to begin the writing strategy instruction.

#1

| | Russian (Capital) | Russian (Small) | Sound |
|---|---|---|---|
| А а | А | а | ah |
| Я я | Я | я | yah |
| Э э | Э | э | eh |
| Е е | Е | е | yeh |
| Ы ы | Ы | ы | ih |
| И и | И | и | ee |
| О о | О | о | aw |
| Ё ё | Ё | ё | yaw |
| У у | У | у | oo |
| Ю ю | Ю | ю | yoo |

The Cyrillic Alphabet
33 letters

4 categories

#1 Russian vowels 5 Hard 5 Soft

#2 Russian consonants look and sound like English

#3 Russian consonants look different from English

#4 Russian consonants have no English equivalents

а, я, э, е, ы, и, о, ё, у, ю

А, Я, Э, Е, Ыц И, О, Е, У, Ю

#2

RUSSIAN CONSONANTS LOOK AND SOUND LIKE ENGLISH

| | | | |
|---|---|---|---|
| Б б | Б | б | b |
| К к | К | к | k |
| М м | М | м | m |
| Т т | Т | т | t |
| З | З | з | z |

б, к, м, т, з

Б, К, М, Т, З

#3

RUSSIAN CONSONANTS LOOK DIFFERENT FROM THEIR ENGLISH EQUIVALENTS

| | | | | |
|---|---|---|---|---|
| Д | д | Д | д | d |
| Ф | ф | Ф | ф | f |
| Г | г | Г | г | g |
| Л | л | Л | л | l |
| Н | н | Н | н | n |
| П | п | П | п | p |
| Р | р | Р | р | r |
| С | с | С | с | s |
| В | в | В | в | v |
| Й | й | Й | й | y |

д, ф, г, л, н, п, р, с, в, й

Д, Ф, Г, Л, Н, П, Р, С, В, Й

#4 RUSSIAN CONSONANTS HAVE NO ENGLISH EQUIVALENTS

| | | | | |
|---|---|---|---|---|
| Ч | ч | Ч | ч | ch |
| Х | х | Х | х | kh |
| Ш | ш | Ш | ш | sh |
| Щ | щ | Щ | щ | shch |
| Ц | ц | Ц | ц | ts |
| Ж | ж | Ж | ж | jh |
| | 6 | | ь | soft sign |
| | 7 | | ъ | hard sign |

ч, х, ш, щ, ц, ж, ь, ъ

Ч, Х, Ш, Щ, Ц, Ж, Ь, Ъ

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* Center of Russian Language and Culture (CORLAC)
Friends School, Baltimore, Maryland

# Appendix B

# Topics for Writing

## dix B

## Writing

Below are topics for compositions which you may wish to use. Further below is a list of topics generated by students in the classrooms participating in the development of this resource guide.

Pictures (Use any interesting picture you find, or also see Talking about pictures - French, by Tony Whelpton and Daphne Jenkins. This book has great pictures that can be used to stimulate speaking or writing activities.)

Photographs

Description of self, a friend (parents, family, animal, etc.)

Description of an ideal birthday

Description of the house/community where I live

Description of a present I'd like to receive

My favorite holiday and why

The city/country/landmark I'd most like to visit

The worst trip I ever had

The idea marriage

What I want to be

What I don't want to be

My public face and my private face

My favorite movie star and why

The best/worst book I ever read

Traits I like and don't like in people

Three ways to improve this school

Three changes I'd make in myself

Something I'd like to learn how to do

A letter to a person of the opposite sex I'd like to know

A person I admire and why

My sun sign

Ghosts

ESP

Here is a list of student-generated topics. You may wish to have your students generate their own list of topics. For example, as homework, have each student write 3 topics they would like to write about.

What's happening this summer

What you are going to be doing during Spring Break

How to survive 4th quarter and wait until summer vacation

Summer plans

How do you spend your vacations? weekends?

What we're going to do this summer

What do you do after school (chess, sports, activities, etc.)

How to make the grade

How to pass French

La classe de francçais

Why we should take French

Why we are learning French

Est-ce que vous apprenez à parler francçais en classe?

How can teachers better help students

Why is school so important?

Les notes (grades)

Our family life

Mes amis

About one special friend (the qualities)

Person in one of your classes

Votre famille

Biography

A writing assignment on friends

A letter to a friend

L'amore: meilleurs ami(s) or amie(s)

Your career choice

Are you going to college?

What do you want to do after high school?

Qu'est-ce que tu veux faire quand tu es vieux? Quel travail? Qu'est-ce que tu veux étudier?

Le futur

L'université

What we have done in our life and what we plan to do

What does life mean to you?

Why is America a place where people want to be?

Be something you are not, like an animal

Imagine that you are something (tree, bird, etc.)

What you would do if you had $1,000,000 and two days to live

A fantasy voyage

Write a diary telling what happened one day

Le weekend d'un Américain

Dropping out vs. staying in school

Un voyage à Paris avec 3000 francs

A weird day in France with everything happening

A person or place in France

A famous French person

Napoleon

France

You are sent to France for 1 month--what would you do the 1st? 2nd?

Un monument français--oral report with poster

French culture

La musique

comics
hobby
censorship
the environment
politics
romance
foods
movies
shopping mall
I never know what to write

# Appendix C

## Substitution Worksheet in Spanish

## Substitution Worksheet in Russian

## Worksheets in Spanish for Additional Strategy Instruction

## Substitution Worksheet

Substitution is a very useful strategy when you're writing in Spanish. You are substituting when you find another way of saying something that you don't remember or know how to say in Spanish. Here are some ways you can substitute:

- use a synonym
- describe what the unknown thing is, or what it does (e.g., machine that washes clothes)
- use a more general word (e.g., "animal" instead of "rabbit"
- use "no" + opposite (e.g., not nice instead of mean)
- change your plan a little, if you can (e.g., say "kitchen" instead of "basement")
- change the idea totally and make a new plan.

The purpose of this exercise is for you to practice the strategy of substitution. Think flexibly. Find 2 alternate ways of saying the following words or phrases. The first one is done for you as an example.

| | Substitution 1 | Substitution 2 |
|---|---|---|
| 1. el arbol | | |
| 2. la tierra | | |
| 3. simpático | | |
| 4. estudiar | | |
| 5. abuelo | | |
| 6. desayuno | | |
| 7. mercado de flores | | |
| 8. aburrido | | |
| 9. cerca de la oficina | | |
| 10. Sé jugar al fútbol | | |
| 11. Tiene mucho dinero | | |
| 12. Ana es la muchacha más bella de la clase | | |
| 13. Hace buen tiempo | | |

## Practicing Substitution

Substitution is a very useful strategy when you're writing in Russian. You're substituting when you find another way of saying something that you don't remember or know how to say in Russian. Here are some ways you can substitute:

- use a synonym
- describe what the unknown thing is, or what it does (i.e., machine that washes clothes)
- use a more general word (i.e., animal instead of rabbit)
- change your plan a little, if you can (i.e., say kitchen instead of basement)
- change the idea totally, and make a new plan.

The purpose of this exercise is for you to practice the strategy of substitution. Think flexibly. Find 2 alternate ways of saying the following words or phrases. The first one is done for you as an example.

| | Substitution 1 | Substitution 2 |
|---|---|---|
| 1. Утром я пью сок. | Утром я пью молоко. | Утром я завтракаю. |
| 2. библиотека | ____________ | ____________ |
| 3. квартира | ____________ | ____________ |
| 4. профессор | ____________ | ____________ |
| 5. хороший студент | ____________ | ____________ |
| 6. Он отдыхает. | ____________ | ____________ |
| 7. современный | ____________ | ____________ |
| 8. американец | ____________ | ____________ |
| 9. Я завтракаю | ____________ | ____________ |
| 10. Сегодня плохая погода. | ____________ | ____________ |

## Student Worksheet
## Organizing

1. Examine the following list of brainstorming words. Draw lines between related ideas.

   escuela secundaria

   soy alto (alta)

   me gusta el fútbol

   pelo rubio

   las matemáticas

   el tenis

   la ciencia

2. Order the ideas according to how they could be used in a composition with the title, "What I Like at School." (Remember, throw out ideas that aren't needed! Add ideas if you see a gap in your organized plan.)

3. Now order the composition according to how these ideas could be used if your topic were, "What I Like to Do After School."

4. Were there ideas you discarded when you organized? Were there ideas that you added to close gaps in your plan?

## Monitoring Worksheet:
## Sticking to the Topic

Below are some exercises to help you practice **monitoring** your ideas. In each numbered exercise, there are two sentences which begin an idea. You must pick the sentence from the list (A, B, or C) that best continues the idea. Ask yourself: "Am I sticking to the topic? Does my choice of A, B, or C continue to get across the idea begun above?"

1. Ayer yo fui a la escuela. Llevé mi libro de historia y mi libro de español.

    A. Mi madre trabaja en un supermercado.
    B. No fui a la escuela.
    C. Pero se me olvidó llevar dinero.

2. Hace mal tiempo. Está lloviendo.

    A. Hay mucho sol.
    B. Hace frío.
    C. Vámosnos a la playa.

3. No puedes ir en el océano. Es muy peligroso.

    A. No sabes nadar.
    B. El agua no está fría.
    C. La playa no está muy lejos de aquí.

4. Conozco muy bien al Sr. Sierra porque es conductor de mi bus. Se levanta muy temprano por la mañana.

    A. Siempre tomo el tren.
    B. Comienza su trabajo a las cinco de la mañana.
    C. Hoy es su primer día de trabajo.

5. Me gusta leer. Esta tarde voy a la biblioteca.

    A. Voy a comer pan.
    B. Voy a lavar las manos.
    C. Voy a buscar un buen libro.

## Monitoring Worksheet:
## Sticking to the Topic

Below are some exercises to help you practice **monitoring** your ideas. In each numbered exercise, there are three sentences. Sometimes the ideas in the sentences do not relate well to each other. Your assignment is to identify the numbers of the groups of sentences whose ideas do not relate well. Circle the sentence that does not relate to the other sentences and tell why it does not relate.

Example A: It rained yesterday. Today it's sunny. I study math. (The last sentence does not relate to the idea of weather in the first two sentences.)

Example B: Mr. Smith works in a factory. He gets up at 6 o'clock in the morning. He takes the bus to work. (All sentences describe the life of Mr. Smith.)

Exercises:

1. Me llamo Rita. Soy de Santiago, Chile. Miguel sabe nadar.

2. Tengo un examen mañana. Es en examen importante. Estoy muy nervioso.

3. Carmela tiene tos. Ella tiene fiebre también. Se llama Carmela.

4. Mi hermano José tiene veinte años. Él va a la universidad. Me gusta dormir.

5. Patricia va a un colegio. Ella estudia el álgebra y la historia. Ella quiere ir a la universidad.

6. Hay una bodega cerca de nuestra casa. Jorge va a llegar mañana. En la bodega se vende comida.

## Monitoring Worksheet
## Being Too Repetitive

Paco wrote the sentences below to describe himself. Sometimes Paco repeats himself too much. Circle each number where Paco is being too repetitive.

1. Me gusta el fútbol. Me gusta el tenis. Me gusta el béisbol.

2. Estudio la historia. Estudio el inglés. Estudio las matemáticas.

3. Mi padre es profesor. Él enseña en la universidad. A el le gusta su trabajo.

4. Voy a la escuela. Tomo el bus. Llego a las ocho de la mañana.

5. Soy alto. Mi padre es alto. Mi madre es alta.

6. Vivo en Madrid en un apartamento. Nuestro apartamento no está lejos del museo del Prado. No estamos lejos del centro tampoco.

Now work with a partner. Suggest a way to fix the sentences that are too repetitious.

## Evaluating Worksheet
## Evaluating The Expression of Ideas

Some instructions for frying an egg are presented in the box below. Evaluate how clear the instructions by asking yourself: Are the points clear? What has been left out? Write your ideas about these instructions beneath the box.

> Ponga un huevo en la cosa. Espere cinco minutos. ¡Listo!

My evaluation of these instructions is:

## Evaluating Worksheet
## Evaluating the Organization of Ideas

Here is the paragraph Paco wrote on the theme "Talk about yourself." Evaluate Paco's organization of ideas. Re-write his composition in the order you think makes the sentences flow better.

> Me llamo Paco. Hoy voy al Prado con mi amiga Reina. Vamos a ver el arte clásico. Los fines de semana me gusta ir a los museos, pero no me gusta caminar. Estudio la historia, las matemáticas, la biología, y el español. Soy estudiante en la escuela secundaria.

Now evaluate Paco's *ideas*. Are his points understandable?

Yes _____ No ___ (If no, circle any unclear ideas.)

Where would you add this sentence to make his ideas flow better?

"Por eso, muchas veces tomo el bus."